

New York State Student Learning Objective: **AIS Reading 2nd 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>15 second grade students, each of whom falls below one or more established benchmarks (Running Record Level, Fluency) and/or has been recommended for extra support by a teacher</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>New York State P-12 CCLS</p> <p>Reading Standards: Foundational Skills, Grade 2</p> <ul style="list-style-type: none"> • Know and apply grade level phonics and word analysis skills in decoding words. • Read with sufficient accuracy and fluency to support comprehension.
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>Reading A-Z Fluency Benchmark Assessment (available on Reading A-Z.com)</p> <p>Baseline assessment: Words read per minute on a Reading A-Z fluency passage at the child's independent reading level</p> <p>Summative assessment: Words read per minute on a Reading A-Z fluency passage at the child's independent reading level</p>

<p>Baseline</p>	<p>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</p> <p>Each student will establish an individual baseline in September which will consist of the number of words read per minute on a passage at the child's independent reading level.</p>																																																																																	
<p>Target(s)</p>	<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>At least 2/3 of the students will meet the building-established fluency benchmark of 80 words per minute <u>or</u> will increase their reading by 20 words per minute (the equivalent of one year's growth).</p> <p>For example:</p> <ul style="list-style-type: none"> • Student A reads 42 words per minute in September and can meet the target by increasing to a minimum of 62 words per minute. • Student B reads 65 words per minute in September and can meet the target by reaching or exceeding the benchmark goal of 80 words per minute. 																																																																																	
<p>HEDI Scoring</p>	<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 typical ranges below. May be adjusted to reflect the expectations for a particular group.</p> <table border="1" data-bbox="363 911 2016 1146"> <thead> <tr> <th colspan="3">HIGHLY EFFECTIVE</th> <th colspan="9">EFFECTIVE</th> <th colspan="5">DEVELOPING</th> <th colspan="3">INEFFECTIVE</th> </tr> </thead> <tbody> <tr> <td>20</td><td>19</td><td>18</td> <td>17</td><td>16</td><td>15</td><td>14</td><td><u>13</u></td><td>12</td><td>11</td><td>10</td><td>9</td> <td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td> <td>2</td><td>1</td><td>0</td> </tr> <tr> <td>95-100%</td><td>90-94%</td><td>85-89%</td> <td>82-84%</td><td>80-81%</td><td>75-79%</td><td>70-74%</td><td>66-69%</td><td>63-65%</td><td>60-62%</td><td>57-59%</td><td>55-56%</td> <td>50-54%</td><td>45-49%</td><td>40-44%</td><td>32-39%</td><td>26-31%</td><td>21-25%</td> <td>16-20%</td><td>11-15%</td><td>0-10%</td> </tr> </tbody> </table>																				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	95-100%	90-94%	85-89%	82-84%	80-81%	75-79%	70-74%	66-69%	63-65%	60-62%	57-59%	55-56%	50-54%	45-49%	40-44%	32-39%	26-31%	21-25%	16-20%	11-15%	0-10%
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																																																														
95-100%	90-94%	85-89%	82-84%	80-81%	75-79%	70-74%	66-69%	63-65%	60-62%	57-59%	55-56%	50-54%	45-49%	40-44%	32-39%	26-31%	21-25%	16-20%	11-15%	0-10%																																																														
<p>Rationale</p>	<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 was chosen based on those Core Curriculum Learning Standards that are the main focus of our AIS reading instruction at the second grade level. The fluency benchmarks chosen as evidence are reliable indicators of a student's knowledge and application of a variety of decoding skills and strategies. Our target allows students to demonstrate proficiency in two ways: by meeting previously established fluency benchmarks or making progress that is consistent with a year's growth. It is important for this population, who have been identified as below-average readers, to be able to demonstrate progress toward the established benchmark.</p>																																																																																	

