**New York State Student Learning Objective: AIS Reading 2nd Grade**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *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.)*  Six classes of 2nd grade, heterogeneously grouped, 150 students, because this is push-in support for multiple classes. | | | | | | | | | | | | | | | | | | | | |
| **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?*  **Reading Standard: Foundational Skills**  **Learning Standard 4.** Read with sufficient accuracy and fluency to support comprehension. Read grade-level text orally with accuracy,  appropriate rate, and expression on successive readings. | | | | | | | | | | | | | | | | | | | | |
| **Interval of Instructional Time** | *What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*  2012 - 2013 | | | | | | | | | | | | | | | | | | | | |
| **Evidence** | *What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*  Baseline assessment: 1st Grade AIMSweb R-CBM Spring Universal Screening Results  Summative assessment: 2nd Grade AIMSweb R-CBM Spring Universal Screening Results | | | | | | | | | | | | | | | | | | | | |
| **Baseline** | *What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?*  On 2011-12 1st Grade AIMSweb R-CBM Spring Universal Screenings 49% of the students scored at or below the 25th percentile. | | | | | | | | | | | | | | | | | | | | |
| **Target(s)** | *What is the expected outcome (target) of students’ level of knowledge of the learning content at the end of the instructional period?*  By the end of the year, 54% of all students in 2nd Grade will score at or above the 25th percentile on the summative assessment – 2nd Grade AIMSweb R-CBM Spring Universal Screening | | | | | | | | | | | | | | | | | | | | |
| **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 | | | | | | | | | | | | | | | | | | | | |
| **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 |
| 74-76% | 71-74% | 68-71% | 65-68% | 62– 65% | 59– 61% | 56 – 58% | 53 – 55% | 50-52% | 47-49% | 44-46% | 41-43% | 38-41% | 35-38% | 32-35% | 29-31% | 26-29% | 23-25% | 20-22% | 17- 19% | <17% |
| **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 and targets a foundational reading skill necessary to produce strategic readers. The baseline evidence provides a one-minute oral reading fluency rate from the end of 1st grade. Similarly, the summative assessment is based on a one-minute oral reading fluency rate from the end of 2nd grade. The percentile ranks are based on national norms which are highly correlated to success on the NYS English-Language Arts exams. | | | | | | | | | | | | | | | | | | | | |