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

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| *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 ResultsSummative 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. |