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.