

## New York State Student Learning Objective: **Reading AIS 5<sup>th</sup> Grade**

All SLOs MUST include the following basic components:

<b>Population</b>	<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>Academic Intervention Services Reading Grade 5 (- Students)</p>
<b>Learning Content</b>	<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>Read and understand both fictional and non-fictional texts. Be able to answer questions of comprehension and write paragraphs to support main ideas. Students will need to use details to back up their writing. Standards #RL 5.3, RL 5.2, RL. 5.9 will be addressed.</p>
<b>Interval of Instructional Time</b>	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p>2012-2013 Academic Year-September -June</p>
<b>Evidence</b>	<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: ELA Test Scores from April 2012, Fountas and Pinnell Placement Tests, Common Writing Prompt: Students describe the importance of setting in Tuck Everlasting. Students will use specific details from the story to paint a vivid picture.</p> <p>Summative Assessment: Using APPENDIX B-PERFORMANCE TASKS (Tuck Everlasting, Zlateh The Goat, and “The Echoing Green”(Poem) Complete 20 Reading Comprehension questions based on this literature and read two non-fiction articles(Appendix B-”The Amazing Story of the Red Planet” and “Ancient Mound Builders”) and compose a Venn Diagram showing the similarities and differences . Finish by writing a short essay .</p>
<b>Baseline</b>	<p><i>What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?</i></p> <p>On last years ELA(April 2012) (4th grade) __2__ scored at 1%, __5__ scored at 2%, __3__ scored at 3% and __1__ scored at 4%. All students will be given the Daze Test for Reading Comprehension (Dibbles) and the Scholastic Reading Test Placement for Reading.</p>

<b>Target(s)</b>	<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>65% of 5th graders will score 65% or higher on the summative assessment worth 60 points.</p>																				
<b>HEDI Scoring</b>	<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>																				
	<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>					<b>INEFFECTIVE</b>			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	>84 %	81-83%	79-80%	76-78%	73-75%	70-72%	67-69%	64-66%	61-63%	58-60%	55-57%	52-54%	49-51%	46-48%	43-45%	40-42%	37-39%	34-36%	25-33%	15-24%	<23 %
<b>Rationale</b>	<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 summative contains the 5th grade performance tasks as indicated in Appendix B . The baseline evidence combines past ELA scores with this assessment. Previous work in AIS 4th grade working on test prep skills, comprehension, vocabulary development, grammar, fluency and writing skills. With continued support throughout the academic year, these students will achieve at least 65% mastery on summative test. .</p>																				