New York State Student Learning Objective: Resource Room 2ⁿᵈ Grade

	All SLOs MUST include the following basic components:
Population	Grade 2– Resource ELA Lesson- group of 5 students
Learning Content	Students use text features , such as the table of contents and headers, to identify relevant sections and locate information relevant to a given topic quickly and efficiently. [RI.3.5]
Interval of Instructional Time	2012-2013 school year
Evidence	Baseline Assessment: Students will complete a "scavenger hunt" using their Social Studies or Science book, requiring them to locate and use a specified chapter to answer questions using headings, table of contents etc. during the first week of school. The extent to which they can do this successfully on their own at the beginning of the year will indicate which instruction and practice is necessary for students to be able to do this accurately, independently, and efficiently. Summative Assessment: Students will answer questions based on their ability to locate and use headings, table of contents, etc. within an informational text.
Baseline	Student A correctly found and identified all components in 15 minutes Student B correctly found and identified 80% of all components in 13 minutes Student C correctly found and identified 80% of all components in 6 minutes Student D correctly found and identified 60% of all components in 15 minutes Student E correctly found and identified 40% of all components in 10 minutes
Target(s)	80% of the students will be able to successfully locate and identify all the components within 15 minutes.
HEDI Scoring	The range below was determined with these baseline data as well as historical district data.

	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
	99-100	97-98%	95-96%	92-94%	89-91%	86-88%	84-85%	80-83%	76-79%	71-75%	66-70%	63-65	57-62%	53-56%	50-52%	47-49%	43-46%	38-42%	33-37%	30-32%	<30
Rationale	The Learning Content is based on the CCLS anchor standards. The baseline combines students' ability to use text features to quickly locate information in a text prior to instruction and their ability to locate information using text features after instruction and independent practice. The summative score is calculated by assessing the improvement in the students' effectiveness of using the text features to identify and locate appropriate information.																				