New York State Student Learning Objective: Math 3rd 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.)* One section of third grade, heterogeneously grouped, 25 students.
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?* Operations and Algebraic Thinking (Represent and solve problems involving addition and subtraction. Understand and apply properties of operations and the relationship between addition and subtraction. Add and subtract within 20. Work with addition and subtraction equations.) Number and Operations in Base Ten (Extend the counting sequence. Understand place value. Use place value understanding and properties of operations to add and subtract.) Measurement and Data (Measure lengths indirectly and by iterating length units.)
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?* 2012-2013 school year.
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: Results of 2nd Grade End of Year Math Assessment and 3rd Grade Math Pre-test (parallel assessment to Grade 2 EOY assessment to determine regression). Summative assessment: Grade 3 New York State Math Assessment results
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* On last year's 2nd Grade End of Year Math Assessment: 5% of the students scored 100 points, 40% scored 85-99 points, 30% scored 70-84 points, and 25% scored fewer than 70 points.

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* Eighty percent of the students will score Level 3 or higher on the NYS Math summative assessment.
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)?* The district target is based on an analysis of historical district and building 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%	96-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	30-39%	<30%

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 Grade 3 Operations and Algebraic Thinking, Number and Operations in Base Ten, and Measurement and Data Common Core Learning (Priority) Standards. The baseline evidence combines Second Grade Math End of Year Assessment scores with Third Grade Math Benchmark scores. Similarly, the summative assessment is based Third Grade NYS Math Assessment scores. The summative score is calculated by New York State after the assessment has been administered. Both the baseline assessment and summative assessment assess priority standards for Operations and Algebraic Thinking, Number and Operations in Base Ten, and Measurement and Data.