

New York State Student Learning Objective: **Kindergarten Math**

All SLOs MUST include the following basic components:

Population	<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>One section of Kindergarten Math, heterogeneously grouped, 25 students.</p>
Learning Content	<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>Counting and Cardinality (Know number names and count sequence. Count to tell the number of objects. Compare numbers.)</p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i></p> <p>2012-2013 school year.</p>
Evidence	<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: Results of Kindergarten Screening Math Assessment and Kindergarten Math Pre-test (parallel/similar assessment to Brigance Kindergarten Screening assessment).</p> <p>Summative assessment: Kindergarten End of Year Math Assessment results (District-wide assessment)</p>
Baseline	<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 year's Kindergarten Screening 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.</p>
Target(s)	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p>Eighty percent of the students will score 85 points or higher on the Kindergarten End of Year Math summative assessment (out of a possible 100 points).</p>

HEDI Scoring	<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> <p>The district target is based on an analysis of historical district and building data.</p>																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	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	<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 Learning Content is based on Kindergarten Counting and Cardinality Common Core Learning (Priority) Standards. The baseline evidence combines Brigance Kindergarten Screening Math Assessment scores with Kindergarten Math Benchmark scores. Similarly, the summative assessment is based Kindergarten Math End of Year Assessment scores. The summative score is calculated by awarding 5 points for each of twenty items (partial credit allowed) for a maximum of 100 points. Both the baseline assessment and summative assessment assess priority standards for Counting and Cardinality.</p>																				