

Rhode Island Model for Personnel Evaluating Teachers

Student Learning Objectives

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Indicators of a Strong SLO

This document highlights criteria that are included in strong SLOs. This document may be useful to educators as they write their SLOs, as well as for evaluators when they are reviewing SLOs.

Objective Statement: Describe the overall objective, including whether it focuses on progress (i.e., expecting students to make a certain amount of progress within an interval of instruction) or mastery (i.e., expecting students to meet a particular bar or standard).

The objective is

- focused on the major areas of learning at the grade level
- addresses important curriculum targets, school or district priorities, or an important objective based on recent trends or results from data
- broad enough that it captures the major content of an extended instructional period
- focused enough that it can be measured
- written by a content-alike team of educators or administrative team, if possible/appropriate

Rationale: Describe the reasoning for this objective, including whether it is aligned to a school-wide SLO, and what data informed this decision.

- The rationale provides a clear explanation for why this is the right content to be focusing on. It should provide a justification for and explain why the objective was chosen—for example, baseline evidence suggested students were struggling with specific clusters of the CCSS in Math.
- The priority of the content has been agreed upon by a grade-level or content-alike team of educators.
- For school-wide SLOs: The priority of the content has been informed by school and district priorities and agreed upon by the administrative team.

Aligned Standards: Specify the CCSS, RI GSEs/GLEs, or other RI/national standards to which this objective is aligned.

- The objective is aligned to one or more grade level or grade span standards
- The objective incorporates grade level literacy or numeracy standards, when applicable

Students: Specify the number of and grade/class of students to whom this objective applies.

- The exact number of students is articulated for each grade, level, or section while recognizing that the exact number of students may shift across the school year

Interval of Instruction: Specify whether this objective applies to the entire academic year, one semester, or some other interval of instruction.

- The objective applies to a long-term instructional period, such as an academic year or semester
- For educators who work with students on a shorter cycle, the length of the interval of instruction is explained/justified

Baseline Data: Describe the pre-test or baseline information/data available for this student population that informed the target(s) (e.g., are students entering without, with, or above the necessary prerequisite knowledge or skills?).

- The objective incorporates the use of baseline data or information specifically for the students referenced in the objective. This may include pre-test data from the beginning of the year, or may include data from these students in their previous grade
- If baseline data isn't available for this specific student population, data about a similar student group is referenced.
 - This may include a different group of students that the teacher taught in previous years. For example, a teacher can identify trends areas where students typically struggle on this content
 - Or this may include reference to national norms about student achievement in this area

Target(s): Describe where you expect students to be at the end of the interval of instruction. If baseline data suggest meaningful differences in prerequisite knowledge or skills, targets should be tiered to be both rigorous and attainable for students at various levels.

- The target is measureable and rigorous, yet attainable for the interval of instruction
- If necessary, the target is tiered so as to be both rigorous and attainable for all students included in the SLO

Rationale for Target(s): Explain how the target(s) was determined (e.g., pre-test, baseline, or historical data on your current students, or historical data from past students). Explain why it is appropriate (both rigorous and attainable) for all students.

- The Rationale for Target explains how the specific targets were determined. This should include an explanation of:
 - available baseline data, or
 - historical data on current students, or
 - historical data on similar or comparable past students,
 - rate of progress norms,
 - or a combination of this information, as available

Evidence: Describe what assessment(s) you will use to measure student learning and why the assessment(s) is appropriate for measuring the objective. At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.

- When possible, the attainment of the objective will be measured by a common assessment or measure, developed or selected by a grade level or content-alike team of educators, or the District. If such a measure does not exist, efforts should be made to develop/select a common assessment as soon as possible
 - The assessment may be in the form of a traditional test, a performance assessment, a common project, a research assignment, a presentation, or another type of assessment
 - Above all else, the type of assessment chosen should be sufficient to measure the objective; sometimes the objective will need more than one source of evidence to be adequately measured
- The evidence measures the standards addressed by the objective
- The evidence requires students to demonstrate a high level of cognitive processing, including higher-order thinking skills such as analysis, evaluation and synthesis. These skills fall into Webb's Depth of Knowledge Level 3: Strategic Thinking and Level 4: Extended Thinking. For more information see CAS Criteria & Guidance p. 15
- The evidence provides multiple ways for students to demonstrate their knowledge/understanding

Administration: Describe how the assessment will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else).

- A thorough explanation of the assessment's administration, including how often and when it is administered (e.g., at the beginning of the year and every six weeks thereafter), is provided
- The assessment is administered in the most appropriate manner for the specific assessment. This may include:
 - according to the assessment's administration protocol (if available)
 - in a standardized manner (students are assessed under the same conditions, or in the same amount of time)
 - In a non-standardized manner (students are assessed under different but appropriate conditions, such as with accommodations for reading or extended time)

Scoring: Describe how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored).

- Evidence sources with automatic or objective scoring (such as an online test or multiple-choice items) are scored using those processes
- Evidence sources with subjective scoring, such as constructed response items, essays, projects, presentations, etc., are scored using a scoring guide or rubric. Ideally the scoring guide or rubric was created collaboratively by grade level or content-alike teams of educators.
 - The scoring process uses examples of student work that illustrate different levels of performance and guide the scoring process
 - When possible, a percentage of the evidence will be scored by more than one educator, either through collaborative scoring, blind scoring, or double scoring

Sample of Targets

ELEMENTARY

Content Area: Reading

Grade Level(s): 1

Objective Statement:

Increase the percentage of students reading on or above grade level

Evidence & Target(s):

I will measure students' reading levels using formal F&P assessments in October, January, March and June.

1. The 16 students who are reading below grade level will move up at least six reading levels (PR to F, A to G, B to H).
2. The 6 students who are reading on grade level (Levels C, D, E) will move up at least five levels or reach proficiency with Level J texts.
3. The 10 students who are reading above grade level (Levels F and higher) will move up at least four levels or reach proficiency with Level M texts.

Rationale for Target(s):

I based my targets on my students' end-of-year F&P scores from K. I am also using my prior knowledge of how much growth on the F&P scale is typical in one academic year. Last year, 100% of my students moved up 4 levels and 90% of my students moved up at least 5 levels. Therefore, I think the tiered targets I've set reflect rigorous but attainable goals for this interval of instruction.

MIDDLE SCHOOL

SLO Content Area: Social Studies

Grade Level(s): 8

Objective Statement:

All students will improve their reading comprehension (including sequencing, cause and effect, drawing inferences based on evidence, main idea, and author's purpose) and as measured by the district common reading assessment.

Baseline Data:

19 students = Exceeding Expectations

46 students = Meeting Expectations

41 students = Approaching Expectations

12 students = Not Meeting Expectations

Evidence & Target(s):

The district common reading assessment was created by a team of ELA, mathematics, Science, and Social Studies teachers, special educators, ELL teachers, literacy coaches, and reading specialists from across the district. It was designed to reflect grade-level proficiency in reading comprehension (aligned with district PLP expectations and proficiency as measured by the NECAP), with an emphasis on informational texts. Scoring places students in 1 of 4 categories. It is administered in September, January, and May.

The 19 students whose baseline scores were in the Exceeding Expectations category will be expected to reach the Approaching Expectations category on the gr. 9 assessment. The 46 students whose baseline scores were in the Meeting Expectations category will reach Exceeding Expectations. The 41 students whose baseline scores were in the Approaching Expectations category will reach Meeting Expectations. Finally, the 12 students whose baseline scores were in the Not Meeting Expectations category will reach the Approaching Expectations category.

Rationale for Target(s):

These tiered targets for improvement correspond to the targets set in the school-wide SLO, requiring all students to make progress from their baseline measure. In the 8th grade, we have 41 students whose baseline scores in the Approaching Expectations category qualify them for small group instruction in reading comprehension. To accommodate this, members of the 8th grade team are responsible for small group instruction for approximately 6 students, twice per week. The 12 students with baseline scores in the Not Meeting Expectations category will receive one-on-one reading interventions with the reading specialist 2-3 times per week in the fall semester, in addition to core instruction and any applicable ELL or IEP services.

HIGH SCHOOL

SLO Content Area: Elect./Robot./Pre-Engineering

Grade Level(s): 12

Objective Statement:

A) Students will demonstrate an understanding of robotics by utilizing state of the art equipment like the Tetrix Robotic System, Scorbot ER-4 Manipulator, and peripherals that include conveyers, sliders, and turntables.

B) Students will demonstrate understanding of how to program robots and computers that control manufacturing automation, with an emphasis on the team approach to problem solving in a work environment.

C) Students will demonstrate the ability problem-solve scenarios from the world of manufacturing engineering and the ROV (Remote Operated Vehicle) industry.

Evidence & Target(s):

A) Seniors are required to take certification tests in various content areas of the curriculum, one of which is the ES-4 Digital Electronics Certification Test. In addition, beginning 2011-12 students will be given a ES-5 Robotics and Automation Certification Test and a LEAN certification test which signifies training and knowledge in the evaluation of assembly line and manufacturing efficiency.

The target is for all students 22/22 (100%) to successfully pass all of the certifications.

B) Students will complete a senior project, in which teams of students are presented with a real-world problem and are required to program a robot or computer to address the problem. The project will be assessed on a rubric that is aligned to industry standards (4 domains). The rubric also includes a score for working as a member of a team and a score for successfully solving the problem.

The target is that all groups will score at least 24 points out of a total of 30 possible points (approx. 80%).

Rationale for Target(s):

95 to 100% of students who have taken the certification tests within the past 3 years have successfully passed. I based my projected targets on the senior projects on performance of past students, though I have raised my expectation from 75% mastery to 80% mastery on the rubric. I believe that the small adjustments that I have made to my curriculum and instruction will enable me to boost student achievement on this project, as compared to last year.

Approving Student Learning Objectives

ELEMENTARY

STUDENT LEARNING OBJECTIVE – E1

Content Area: Visual Arts

Grade Level: 3

Student Learning Objective: Students will be able to draw a human figure in an action pose showing correct body proportions and appropriate location of external body parts.

Rationale: At this grade level students should be drawing the human figure in a more realistic and accurate manner away from the stylized "apple body" and "stick figure". To reach this level of proficiency, the students need to look and see what shapes make up a figure and how these shapes connect for an accurate representation. Students will use the drawn head as a measuring tool for body proportion. Successfully meeting this objective will require students demonstrate an understanding of scale, perspective, and shading.

Aligned Standards: VAD1-1a, b, c, d, VAD3-1b

Students: This objective applies to 54 3rd grade students.

Interval of Instruction: I will work with students twice per week, for 45 minutes, throughout the fall semester.

Baseline: During the first week of class, I will assign a human figure drawing establish a baseline for students. Sketches will be evaluated using a rubric I developed in consultation with a group of art teachers from the district.

Evidence & Target(s):

1. 10 practice sketches of drawing the figure, numbered.
2. One completed portfolio, consisting of 5 final draft versions of a figure.

All students will improve by at least two levels on at least 5 rubric competencies (out of a total of 8).

I have one student who has delayed fine motor skills and hand-eye coordination. I expect him to show progress at well, but it may be more moderate (improvement by two levels on at least 3 rubric competencies) based upon the fact that he is simultaneously working to develop the artistic skills and content and the fine motor skills needed to demonstrate his understanding.

Rationale for Target: I have found this to be a challenging assignment in past years and the rubric sets a high standard for control of medium, understanding of perspective, proper scale, etc. Using historical data, I have observed that students typically reach mastery slightly more than half of the competencies by the end of the semester. I have taught these students as second graders as well, so I know that their background knowledge and prerequisite skills are similar to the background of past students.

Administration & Scoring: All pieces of the portfolio (including baseline and practice sketches) will be completed during class time and will be scored by me, using the rubric I created for the assignment with my colleagues.

Approval of Objective: *Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Needs Revision in any category should be revised and resubmitted.*

	Needs Revision	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Please provide three pieces of feedback on this SLO (recognize its strengths, identify areas for improvement, recommend revisions, etc.)

1. _____

2. _____

3. _____

STUDENT LEARNING OBJECTIVE – E2

Content Area: Fitness/Wellness

Grade Level: 4

Student Learning Objective: Students will write a narrative story defining and describing the 4 components of fitness and how someone can improve their overall fitness levels using different exercises pertaining to the 4 components of fitness.

Rationale: I have chosen this objective because it aligns to the Rhode Island Physical Education Frame Work Standards and to our school's goal to improve overall literacy among children. This is a worthy area of focus because it combines Physical Education and the English Language Arts.

Aligned Standards: This objective is aligned to the CCSS for Writing (W.4.2a-e, W.4.4) and The Rhode Island Physical Education Frame Work Standards: 4-5.S4.5 - identify several physical activities related to each component of health-related physical fitness (e.g., cardiovascular – jogging, aerobics, hiking, spinning) or (e.g., cardio-respiratory, muscular strength and endurance, flexibility, balance, agility).

Students: 66 students in 3 4th grade classes

Interval of Instruction: SY2012-2013.

Baseline: I do not have a baseline but I think, based on past students, that most students enter the class knowing that there is a relationship between exercise and overall fitness, but unfamiliar with the 4 components of fitness.

Evidence & Target(s): By the end of the year, 80% of all 4th grade students will clearly be able to define and describe the 5 fitness components and identify several physical activities related to each component.

Rationale for Target: I have chosen this target in order to help promote fitness as a lifelong activity. This is an appropriate target because it may help prevent obesity among children, which is rising at an alarming rate in this country.

Administration & Scoring: I will measure student learning by giving and scoring a writing assignment on the 4 components of fitness. I will score it using a rubric at the end of the 4th quarter.

Approval of Objective: *Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Needs Revision in any category should be revised and resubmitted.*

	Needs Revision	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Please provide three pieces of feedback on this SLO (recognize its strengths, identify areas for improvement, recommend revisions, etc.)

1. _____

2. _____

3. _____

STUDENT LEARNING OBJECTIVE – E3

Content Area: Mathematics

Grade Level: Gr. 1

Student Learning Objective: Students will be about to demonstrate grade-level proficiency in the four Gr. 1 CCSS critical areas:

- (1) Developing understanding of addition and subtraction, and strategies for addition and subtraction within 20
- (2) Developing understanding of whole number relationships and place value including grouping tens and ones
- (3) Developing understanding of linear measurement and measuring lengths as iterating length units
- (4) Reasoning about attributes of, and composing and decomposing geometric shapes

Rationale: The CCSS outline the mathematics concepts that should be the focus of instruction in Grade 1. Each area is important for laying the foundation for future study of mathematics. Students who leave first grade with a proficient grasp of these concepts and skills will be prepared to begin second grade mathematics.

Aligned Standards: CCSS for Gr. 1 mathematics

Students: All 78 first grade students (in 3 first grade classrooms)

Interval of Instruction: SY2012-2013

Baseline: An assessment based on K mathematics standards was administered during the first week of school. Based on that data, we were able to determine that 80% of students are entering first grade with the necessary prerequisite mathematical content and skills. Approximately 20% of students are entering first grade lacking some prerequisite content and skills.

Evidence & Target(s):

- 1) 80% of students will reach proficiency on the final administration of the district mathematics assessment (which is administered in October, February, and June). This aligns with the Response to Intervention guidelines for core instruction.

20% of students will demonstrate an improvement of 30% or more between their October score and June scores.

- 2) 80% of students will complete a portfolio that demonstrates proficiency in all 4 critical areas (at least 4 pieces of work per critical areas). Portfolio can include tests, quizzes, or in-class assignments (no homework or worksheets intended for practice). At least 1 of the 4 pieces of work for each area must be a common task (used in all 3 first grade classrooms). Work must be demonstrate 80% accuracy or better to be included in the portfolio.

20% of students will complete a portfolio that demonstrates proficiency in 3 out of 4 critical areas (at least 4 pieces of work per critical areas). Portfolio can include tests, quizzes, or in-class assignments (no homework or worksheets intended for practice). At least 1 of the 4 pieces of work for each area must be a common task (used in all 3 first grade classrooms). Work must be demonstrate 80% accuracy or better to be included in the portfolio.

Rationale for Target: The targets set for the 80% of students entering on grade level were set based upon the progress that we have observed in our students in past years on the district common assessment and the portfolio assessment. The targets for the 20% of students entering below grade level reflect adequate progress, based upon the performance of similar students in past years. Though we will work closely with these students to address this gap, we feel it is appropriate to set a modified target to account for their differing baseline.

Administration & Scoring: The district mathematics assessment will be administered three times per year. It is administered one-on-one and scored by the classroom teacher, our math coach, or the district testing coordinator.

The portfolio will be built over the course of the year. Most work will be scored by the classroom teacher, though common tasks will be scored collaboratively by all three first grade teachers.

Approval of Objective: *Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Needs Revision in any category should be revised and resubmitted.*

	Needs Revision	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Please provide three pieces of feedback on this SLO (recognize its strengths, identify areas for improvement, recommend revisions, etc.)

1. _____
2. _____
3. _____

STUDENT LEARNING OBJECTIVE – E4

Content Area: Mathematics

Grade Level: 1

Student Learning Objective: Students will demonstrate fluency for addition and subtraction within 10

Rationale: With the adoption of the Common Core State Standards in Rhode Island, students need to learn and practice many addition and subtraction strategies such as "counting on," making 10, decomposing numbers and the relationship between addition and subtraction. This is based on the established content standards for grade one students, including NCTM, GLE, and CCSS.

Aligned Standards: This student objective aligns to Operations and Algebraic Thinking within the CCSS in mathematics: 1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.

Students: 50 students in two Gr. 1 classrooms

Interval of Instruction: SY2012-2013

Baseline: The baseline measure will be students' scores at the end of the first trimester.

Evidence Source: The classroom teacher will conduct a one-on-one summative assessment using a variety of flashcards (appropriate for the given trimester) and recording the student's scores.

Target(s): By the end of trimester 1, students will master their addition and subtraction facts to 5. By the end of trimester 2, students will master addition within 10. The target expected for grade one students at the end of the school year is that they will master addition and subtraction within 10.

Rationale for Target: These targets were chosen as such because addition and subtraction skills build upon each other throughout the year. Having mastery within these skills, students will have a deep understanding of numbers to 10 which will form as a good foundation for grade 2.

Rapid math-fact retrieval has been shown to be a strong predictor of performance on mathematics achievement tests.

If a student constantly has to compute the answers to basic facts, less of that student's thinking capacity can be devoted to higher level concepts than a student who can effortlessly recall the answers to basic facts

Administration & Scoring: The classroom teacher will conduct a one-on-one assessment each trimester.

Approval of Objective: *Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Needs Revision in any category should be revised and resubmitted.*

	Needs Revision	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Please provide three pieces of feedback on this SLO (recognize its strengths, identify areas for improvement, recommend revisions, etc.)

1. _____

2. _____

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STUDENT LEARNING OBJECTIVE – E5

Content Area: Reading

Grade Level: 1

Student Learning Objective: Students will increase their reading level by at least one Diagnostic Reading Assessment level per month.

Rationale: As a widely-used assessment, the DRA provides national norms for what students are expected to accomplish within an academic year. In grade 1, students are typically expected to test at levels 6-18. Based upon these norms, if our students all increase their reading level by at least 10, they will be on grade level going into grade 2.

Aligned Standards: CCSS in Reading: Foundational Skills:

4. Reading with sufficient accuracy and fluency to support comprehension.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Students: This objective will apply to the 78 students across the three first grade classrooms.

Interval of Instruction: SY2012-2013

Baseline: Our targets are based upon students' Kindergarten end-of-year DRA scores. In my class:

- 4 students ended K at a level 4
- 12 students ended K at a level 5
- 6 students ended K at a level 6
- 5 students ended K at a level 7

Evidence Source: Diagnostic Reading Assessment

Target(s):

- The 4 students beginning at level 4 will reach at least level 14
- 12 students beginning at level 5 will reach at least level 15
- 6 students beginning at level 6 will reach at least level 16
- 5 students beginning at level 7 will reach at least level 17

Rationale for Target: These targets are based on national norms for typical growth on the DRA among first grade students. It is supported by the progress we have seen among similar students in past years.

Administration & Scoring: Each month, every student will be evaluated through the use of a running record. At the end of each trimester, each student in the sample should have improved by at least 3 reading levels. By the end of the third trimester, each student should have improved by at least 9 DRA levels.

Approval of Objective: *Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Needs Revision in any category should be revised and resubmitted.*

	Needs Revision	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Please provide three pieces of feedback on this SLO (recognize its strengths, identify areas for improvement, recommend revisions, etc.)

1. _____

2. _____

3. _____

MIDDLE SCHOOL

STUDENT LEARNING OBJECTIVE – M1

Content Area: Writing

Grade Level: 6

Student Learning Objective: 80% of students will score proficient on the District Constructed Response Rubric by June.

Rationale: Constructed Responses are part of the district ELA curriculum. They are used across the curriculum to show understanding of concepts in the content areas. NECAP Results show need for growth.

Aligned Standards:

CCSS W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Students: All students

Interval of Instruction: SY2012-2013

Baseline: 5th grade NECAP scores

Evidence & Target(s): 80% of students will be proficient using the District Constructed Response Rubric (a score of at least 3) by June. The constructed response will be recorded in Constructed Response notebooks and will be scored with rubrics. Scores will be monitored during the year.

Rationale for Target: NECAP scores show a need for improvement in this area. This is an appropriate target because it is part of the NECAP testing and used across the content areas.

Administration & Scoring: Bi-monthly constructed response pieces will be evaluated and scored using the District Rubric. Constructed Response notebooks will be used to evaluate progress and revise instruction. Scores will be tracked during the year and used to revise instruction.

Approval of Objective: *Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Needs Revision in any category should be revised and resubmitted.*

	Needs Revision	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Please provide three pieces of feedback on this SLO (recognize its strengths, identify areas for improvement, recommend revisions, etc.)

1. _____

2. _____

3. _____

STUDENT LEARNING OBJECTIVE – M2

Content Area: Visual Arts & Design

Grade Level: 7-8

Student Learning Objective: Students will demonstrate proficiency on 3 out of 5 principles of drawing in their observational drawing portfolio.

Rationale: Drawing from observation is a significant focus of the Visual Arts & Design curriculum throughout all grades. Students are working on this skill and area of knowledge in every grade span.

Aligned Standards: GSEs: VAD 1 (7-8)-1, VAD 1 (7-8) – 2, VAD 3 (7-8) –1, VAD 4 (7-8) –1

Students: All 84 students in my four visual art classes.

Interval of Instruction: Fall 2012 semester

Baseline: I do not have baseline data on my incoming students. However, based on student performance in prior years, I know that most students enter this course being able to demonstrate proficiency on one or two out of five of the principles of observational drawing.

Evidence Source: Student portfolios consisting of preliminary and final drawings are scored on a Drawing from Observation rubric created by district visual art teachers. Scoring levels range from “below standard” (1) to “advanced” (4) with categories covering aspects of creativity and design and technical execution in the five key principles of observational drawing (lines, spaces and shapes, relationship, lighting and shading, and composition). A student’s portfolio will be evaluated twice, once toward the middle of the instructional period and again at the end.

Targets: 100% of students will meet proficiency or above on the rubric for at least three of the five principles of observational drawing. Students who demonstrate proficiency on three or four of the five principles of drawing on our first piece will demonstrate mastery (4/4) on four out of five principles of drawing on their final piece.

Rationale for Target: The rubric for Drawing from Observation is based on the extent to which a student’s portfolio demonstrates proficiency in various categories. The visual art and design department has developed a cohesive and sequential curriculum, instructional strategies, and assessments (rubrics) whereby all art educators have calibrated expectations for all students as they advance through the curriculum. As a district and at grade levels, we have determined what is both reasonable and appropriately challenging for all students to achieve. Based on our experience with using this rubric, we have found that students who typically begin the semester scoring a two or even a one on various components of the rubric can reach proficiency (3) with effective, targeted instruction.

Administration & Scoring:

Students will critique and reflect on their portfolios independently, with their peers, and with me throughout the course of the semester. I will provide final evaluation of each student's portfolio on the rubric at the mid-year and end-of-year reviews and assign ratings to the various dimensions. It may be possible for a student to demonstrate proficiency on one or more principles of observational drawing at the mid-year point, prior to the end-of-year review. 10% of portfolios will also be scored by other art teachers.

Students will also score their own portfolios separately, and at our exit conferences we will discuss any major discrepancies. In the past, I have found that student ratings align to my own, and that this has been a productive exercise.

Approval of Objective: *Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Needs Revision in any category should be revised and resubmitted.*

	Needs Revision	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Please provide three pieces of feedback on this SLO (recognize its strengths, identify areas for improvement, recommend revisions, etc.)

1. _____

2. _____

3. _____

STUDENT LEARNING OBJECTIVE – M3

Content Area: Physical Education

Grade Level: 8

Student Learning Objective: Students will understand, reflect on, and explain how physical fitness and nutrition influence health and wellness.

Rationale: According to the Rhode Island Physical Education Framework, the percentage of overweight children and adolescents has nearly tripled in the past 30 years, due to a decrease in physical activity and an increase in calorie consumption. In order to maintain healthy weight, students need a strong understanding of how the daily choices they make with regard to exercise and nutrition have direct and lasting effects on their overall health and wellness. Regularly tracking and reflecting upon exercise and diet will help students make the connection between what they do and how they feel. Additionally, our school has a school-wide writing objective this year. We want all students to build writing stamina and use writing as way of expressing and deepening understanding in all content areas.

Aligned Standards:

RI PE Framework Standards:

6-8.S3.1 - Explain the physical benefits of regular participation in physical activity

6-8.S3.2 - Explain the emotional benefits of regular participation in physical activity

6-8.S3.3 - Explain the social benefits of regular participation in physical activity

6-8.S3.4 - Explain the cognitive benefits of regular participation in physical activity

W.6.1a-e, W.7.1a-e, W.8.1a-e: Write arguments to support claims with clear reasons and relevant evidence.

W.6.2a-f, W.7.2a-f, W.8.2a-f: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Students: This objective applies to 83 8th graders.

Interval of Instruction: Fall 2012 semester

Baseline: I do not have formal baseline data for my students, but I have consulted with the ELA teacher to set my targets. He felt that it was appropriate to expect that most students would meet expectations (are writing on grade level) and that approximately 20% of students would have writing skills that are superior to their grade level peers.

Evidence Source:

Evidence: (1) Students will keep a Wellness Journal throughout the semester. Twice per week they will be required to document all of their physical activity (calculating calories burned and reflecting on how they felt before, during, and after) as well as what they eat and drink (tallying calories consumed, counting servings from food groups, and reflecting on how they felt before and after each meal/snack). In addition, students will track their mood on these days, using the red, yellow, green, and blue ratings of The Ruler Approach. Finally, students are required to use at least three phys. ed. vocabulary words per entry (e.g. calories, cardiovascular).

(2) Every other week, students will synthesize the contents of their journal entries and create a 1-paragraph explanatory response about one of the four PE standards (physical, emotional, social, or cognitive benefits)

(3) At the end of the semester, students will use journals and 1-paragraph reflections to write a multi-paragraph essay making an argument for why physical exercise and proper nutrition are essential for overall wellness.

Target:

- At least 95% of students will complete Wellness Journal, 4 reflections, and a final essay that meet most expectations(5/8 or better on rubrics).
- Of those, at least 60% of students will complete Wellness Journal, 4 reflections, and a final essay that meet all expectations (6/8 or better on rubrics).
- Of those, at least 20% of students will complete Wellness Journal, 4 reflections, and a final essay that exceed expectations (8/8 on rubrics).

Expectations are outlined in attached 8-point rubrics, designed with 8th grade ELA teacher. Students are assigned 0-2 points for each of the following categories: content development, vocabulary, organization, and mechanics.

Rationale for Target: Given that this will be the major deliverable for the semester, required to pass physical education, it is appropriate to expect that nearly all (95%) of students will complete the three components of the assignment in a manner that meets most expectations. I set the remaining tiered targets with the help of the ELA teacher, who analyzed students' baseline writing data.

Administration & Scoring: I will collect and review students' Wellness Journals once per month throughout the spring semester. Complete journals and essays are due three weeks prior to the last day of school. I will score them using the 8-point rubric developed with 8th grade ELA teacher. Students are assigned up 0-2 points for each of the following categories: content development, vocabulary, organization, mechanics. I will retain samples of student work so that my evaluator can see examples of work that did not meet expectations, met most expectations, met all expectations, and exceeded expectations.

Approval of Objective: *Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Needs Revision in any category should be revised and resubmitted.*

	Needs Revision	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Please provide three pieces of feedback on this SLO (recognize its strengths, identify areas for improvement, recommend revisions, etc.)

1. _____
2. _____
3. _____

STUDENT LEARNING OBJECTIVE – M4

Content Area: ESL

Grade Level: 6-7

Student Learning Objective: Students will make appropriate gains in Literacy and Oral Language

Rationale: I chose to measure literacy and oral language separately because literacy tends to grow more slowly, but it is an important indicator of academic success. If I had used the composite score, the growth in literacy would have been hidden to some degree by the growth in oral language. Oral language is also important, both independently and as a building block to support writing fluency, so I included it. It is more difficult to measure reading and listening skills, but receptive language skills generally precede productive skills, so it is safe to assume, for the purposes of monitoring, that if growth in the productive skills is on target, then the receptive skills are as well.

Aligned Standards: WIDA ELP Standards

Students: My middle school ELL students: 7 ELL students in grade 6 and 5 in grade 7.

Interval of Instruction: SY2011-2012

Baseline:

- 1 student with an Initial PL of <2.0,
- 5 students with initial PLs of 2.5-2.9
- 2 students with initial PLs 3.0-3.4
- 4 students with initial PLs of 4.0-4.9

Evidence Source:

The WIDA MODEL assessment will be used to measure initial proficiency level and ending proficiency level, as well as twice throughout the year to monitor progress. Additionally, I will monitor progress in writing by collecting monthly writing samples from content teachers and scoring them using the WIDA writing rubric.

Target:

My student with an Initial PL of <2.0, who has recently moved here from Guatemala, will make Literacy score gains of >37 and Oral Language gains of >62. The five students with initial PLs of 2.5-2.9, all of whom received ELL services last year, will make Literacy score gains of >24 and Oral Language gains of >45. I have two students with initial PLs 3.0-3.4, each of whom will make Literacy score gains of >19 and Oral Language gains of >40. One student is transferring from North Carolina, where he received ELL services. The other has just moved here from Portugal and is receiving ELL services for the first time. Finally, the four students with initial PLs of 4.0-4.9, all of whom were my students last year in 6th grade, will make Literacy score gains of >12 and Oral Language gains of >25.

Rationale for Target:

The scale score growth objectives are taken from the WIDA growth charts for students in grades 6-8 and represent the 60th percentile for each initial proficiency level cohort. This is rigorous, in that it is above average, but reasonable, based on the growth I've seen my students demonstrate in the past.

Administration & Scoring:

The MODEL is administered to the students individually and scored by me, using the rubric accompanying the instrument. I am a WIDA-certified test administrator. Writing samples will be administered by content teachers, but will be scored by me for the purpose of monitoring student progress in writing using the WIDA writing rubric.

Approval of Objective: *Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Needs Revision in any category should be revised and resubmitted.*

	Needs Revision	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Please provide three pieces of feedback on this SLO (recognize its strengths, identify areas for improvement, recommend revisions, etc.)

1. _____

2. _____

3. _____

STUDENT LEARNING OBJECTIVE – M5

Content Area: Mathematics

Grade Level: 7

Student Learning Objective: Students will demonstrate mastery of 7th grade district curriculum based on the Common Core State Standards.

Rationale: Given that the Common Core State Standards curriculum is new and presents students with a dramatic increase in rigor, it is imperative that all students demonstrate mastery of the 7th grade curriculum, thus maximizing their chances for success in grade 8.

Aligned Standards:

7.NS.1,2,3

7.EE.1,2,3,4

7.RP.1,2,3

7.G.1,2,3,4,5,6

7.SP.1,2,3,4,5,6,7,8

Students: All 7th grade students

Interval of Instruction: SY2012-2013

Baseline: I have reviewed students' 6th grade mathematics grades.

Evidence Source: Final exam

Target(s):

By the end of the year, students should be able to pass a cumulative final exam that reflects quarters 1-4. A grade of 75% or better is considered passing and indicates that the student is prepared for 8th grade mathematics. The expectation is that 80% of students will attain this standard. The final exam will serve as the primary source of evidence, with student grades serving as a secondary source.

Rationale for Target:

This target is my best estimate based on the fact that the curriculum is new. I based my targets on the percentage of students in my class with IEPs (approximately 20%).

Administration & Scoring:

The assessment will be administered to all students on the same day during the final exam week. The assessment will be collected and scored by myself, using a key and rubric that I have created. Rubrics for scoring constructed response questions will be provided to students in advance.

Approval of Objective: *Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Needs Revision in any category should be revised and resubmitted.*

	Needs Revision	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Please provide three pieces of feedback on this SLO (recognize its strengths, identify areas for improvement, recommend revisions, etc.)

1. _____

2. _____

3. _____

STUDENT LEARNING OBJECTIVE – H1

Content Area: World History

Grade Level: 9

Student Learning Objective: Students will improve their ability to write in response to an informational text, using both primary and secondary sources.

Rationale: History students must be able to analyze and interpret informational texts and response to such a text in writing. In addition, a review of students' 8th grade writing scores indicate that only 63% of incoming freshmen are proficient in writing.

Aligned Standards:

- HP 1-1 Act as historians, using a variety of tools (e.g., artifacts and primary/secondary sources)
- ELA GSEs: W-10-6.4, 8.5, 3.2
- CCSS: RH9-10.1 *Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information*
- RH0-10.2 *Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.*
- W9-10.2: *Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*

Students: All 56 students in my grade 9 World History classes (2 sections)

Interval of Instruction: SY2012-2013

Baseline: I administered a baseline assessment, which asked students to respond to an informational text in writing. I have used these baseline assessments to set tiered targets for students.

Target(s):

80% of students will meet the standard (a score of 4 or better) established by the World History Common Task Rubric (which is based on a 6-point scale) on at least two of the final three World History Common Tasks of the year.

20% of students, who have been identified as having significantly below grade level writing skills, will score a 3 (or better) on at least two of the final three World History Common Tasks of the year OR will score a 4 on at least one of the final three World History Common Tasks. These students will receive additional instruction on outlining, referring to textual evidence, and mechanics.

Rationale for Target: This target reflects students' varying starting points, but sets the standard that the majority of students will reach proficiency by the end of the interval of instruction. This is in alignment with our RTI expectations for Tier I core instruction.

Evidence: Students will be required to write in response to informational text on all of the district-validated common tasks for World History.

Administration: Common Tasks will be administered in class.

Scoring: Common Tasks will be collaboratively scored by members of the History Department. All teachers in the department have undergone scoring calibration during our summer professional development.

Approval of Objective: *Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Needs Revision in any category should be revised and resubmitted.*

	Needs Revision	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Please provide three pieces of feedback on this SLO (recognize its strengths, identify areas for improvement, recommend revisions, etc.)

1. _____
2. _____
3. _____

STUDENT LEARNING OBJECTIVE – H2

Content Area: Health/Physical Education

Grade Level: 9

Student Learning Objective: Students will demonstrate an understanding of how proper nutrition contributes to a healthy lifestyle, including the ability to:

- * identify nutrient-rich foods*
- * explain the benefits of whole grains, fruits and vegetables*
- * explain the consequences of not maintaining a healthy weight*
- * identify proper portion sizes*
- * explain the health benefits of reducing consumption of certain foods*

Rationale: Each members of the Health & Physical Education department has decided to focus at least one SLO on the importance of proper nutrition. Our rationale for choosing this area of focus is that, in addition to being an integral part of our curriculum, we want to prepare our students to make healthy choices with regard to food. With childhood obesity and type II diabetes rates on the rise, it is more important than ever to educate young people about proper nutrition. This focus (and the accompanying project) also allow us to make key interdisciplinary connections to Science and English Language Arts.

Aligned Standards:

1. R I Health Education Standards: 1: 1.1, 1.2, 1.4, 2:2.1, 2.2, 2.4, 2.6, 3:3.1, 3.4, 3.6
2. Academic Expectations: 5.1-5.3
3. District Oral Presentation Rubric

Students: All 115 students enrolled in gr. 9 Health Education classes

Interval of Instruction: SY2012-2013

Baseline: I administered a pre-test aligned to the end-of-course exam. The average score on that assessment was a 47%. Based upon these scores, I created heterogeneous groups for the PowerPoint project.

Target(s):

1. All students will earn a passing score (70% or higher) on the end-of-course exam.
2. All students will earn a score of 3 or better (passing score) on end-of-course PowerPoint project, as measured by the district's rubric.

Rationale for Target:

1. Pre-test data showed that about 20% of students obtained a passing score on the pretest. After learning the content throughout the quarter it is reasonable to expect that all (100%) of students will earn a passing score.
2. It is my expectation that all students, working in heterogeneous groups, will be able to achieve a passing score on the end-of-course PowerPoint project, which requires them to demonstrate their understanding of the content and communicate it well.

Evidence:

1. The end-of-course exam was developed by a team of Health teachers from across the district.
2. The PowerPoint project will require students to put together a presentation about the importance of proper nutrition for adolescents.

Administration: The end-of-course exam will be administered during the final exam period. The PowerPoint projects will be presented during the last week of classes.

Scoring: The final exam will be scored by me, according to the scoring guide developed with the exam itself. The projects will be scored on a rubric, developed in consultation with the English Department Head, which combines content and communication skills.

Approval of Objective: *Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Needs Revision in any category should be revised and resubmitted.*

	Needs Revision	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Please provide three pieces of feedback on this SLO (recognize its strengths, identify areas for improvement, recommend revisions, etc.)

1. _____
2. _____
3. _____

STUDENT LEARNING OBJECTIVE – H3

Content Area: Spanish

Grade Level: 11-12

Student Learning Objective: Students will demonstrate proficiency in reading comprehension of longer passages in Spanish.

Rationale: One of our school-wide foci is for students to improve their overall reading proficiency and stamina. By reviewing pre-test data from an assessment administered in the first week of this course, I have determined that all students' reading comprehension skills are Approaching Proficient or Proficient on short selections (class average of 70%), but most are not demonstrating reading comprehension proficiency on longer (> 750 words) passages (class average of 50%). Therefore, I have chosen this objective so that the students will develop additional reading strategies that will help them improve their reading comprehension in both Spanish and English.

Aligned Standards: American Council on the Teaching of Foreign Languages (ACTFL) --National Standards for Foreign Language Education: Standard 1--Communication

1.2 Students understand and interpret written and spoken language on a variety of topics.

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

RI GSEs: R 13 --Reading Comprehension Strategies

1. Communicate effectively via listening, speaking, reading, writing, visual and technological means by:

1.3 Reading widely and critically for comprehension

Students: This objective applies to all 41 students in my Spanish 4 classes (2 sections).

Interval of Instruction: The interval of instruction is SY 2011-2012

Baseline: Class average of 70% on short reading passages and 50% on longer reading passages.

Evidence Source: I will administer monthly reading comprehension assessments of longer passages with multiple choice questions in Spanish and constructed responses in English (to ensure that I am measuring reading comprehension, not writing mechanics and productive vocabulary). I will average students' scores on the April, May, and June monthly assessments.

Target: All students will earn an average score of at least 65% (Approaching Proficiency); Of those, half of the students will score 75% (Proficiency). Of those, ten percent will score 85% (Above Proficiency) or better.

Rationale for Target: The targets were informed by the students' scores on the pre-assessment on reading comprehension of longer passages.

Administration & Scoring: I will administer the assessment in class on a monthly basis. They will be scored by myself and the other Spanish 4 teacher, who is using the same assessments with his students. We will exchange half of our exams, so that we are each scoring 50% of our students' work and 50% of the other's students' work.

Approval of Objective: *Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Needs Revision in any category should be revised and resubmitted.*

	Needs Revision	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Please provide three pieces of feedback on this SLO (recognize its strengths, identify areas for improvement, recommend revisions, etc.)

1. _____

2. _____

3. _____

STUDENT LEARNING OBJECTIVE – H4

Content Area: English Language Arts - Writing

Grade Level: 10

Student Learning Objective: Students will improve their expository writing based upon the 6 Traits of Writing (content/ideas, organization, voice, word choice, sentence fluency, and conventions).

Rationale: This objective aligns with my school's strategic plan for writing. For the past few years, I have identified expository writing as a relative weakness of my students, as compared to narrative writing. The students' summer reading responses and early writing prompt data confirm that this is the case this year as well. Both the state writing assessment in gr. 11, as well as most high school and college courses, require strong expository writing skills (over narrative writing).

Aligned Standards: W-10-2.1, W-10-1.1-4, W-10-9.1-5

Students: This applies to the 55 students in my 10th grade English Language Arts classes.

Interval of Instruction: SY2012-2013

Baseline: I administered a writing prompt to establish a baseline for my students. It was scored on a rubric based upon the 6 Traits of Writing. Using that baseline, I grouped students into three levels. Level 1 students have writing skills that are below expectations for the beginning of gr. 10, Level 2 students have writing skills that meet expectations for the beginning of gr. 10, and Level 3 students have writing skills that exceed expectations for the beginning of gr. 10.

Evidence: Students will produce a formal piece of expository writing once per month. Each piece will be scored on the same rubric and stored in students' writing portfolios. Using these portfolios and the rubrics, students will be expected to track their progress toward the goal established for them by this SLO. The June piece will be used to measure progress from the baseline writing piece.

Target(s): Level 1 students (15) will meet expectations (a rubric score of 4+) on at least 4 of the 6 traits
Level 2 students (32) will meet expectations (a rubric score of 5+) on at least 5 of the 6 traits
Level 3 students (8) will meet expectations (a rubric score of 6) on all 6 of the traits

Rationale for Target: These targets are differentiated to reflect students' baselines. They all set a rigorous bar for improvement (even the highest writer had room for improvement on at least 3 of the 6 traits). I have used the 6 Traits of Writing rubric for several years and believe it is reasonable to expect this level of growth.

Administration: I will administer the writing prompts in class as formal assessments.

Scoring: They will be scored by me, in possible collaboration with other English language arts teachers. Each teacher will score approximately 70% of his or her own students' writing, while the other 30% will be scored by the other teachers.

Approval of Objective: *Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Needs Revision in any category should be revised and resubmitted.*

	Needs Revision	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Please provide three pieces of feedback on this SLO (recognize its strengths, identify areas for improvement, recommend revisions, etc.)

1. _____

2. _____

3. _____

STUDENT LEARNING OBJECTIVE – H5

Content Area: Chemistry

Grade Level: 11-12

Student Learning Objective: Students will demonstrate an understanding of the Law of Conservation of Matter, which states that in a chemical change, matter is neither created nor destroyed.

Rationale: A major focus in my Chemical Science class is balancing chemical equations. This content is covered on the NECAP, which is administered to juniors in the spring semester. It is also covered on the district common assessment, administered at the end of the year. Last year, only 21% of students were proficient on the Science NECAP.

Aligned Standards: This objective is aligned with GLE PS2 (9-11): Students demonstrate an understanding of physical, chemical, and nuclear changes by (6a) writing simple balanced chemical equations to represent chemical reactions and illustrate the conservation of matter.

Students: This objective applies to the 56 students in my three Chemical Science classes.

Interval of Instruction: SY2012-2013

Baseline: There is no baseline data for this objective. Most students, prior to enrolling in Chemical Science, have not received instruction on the balancing of chemical equations.

Evidence: Test of balancing equations.

Target(s): 80% of students will score a passing grade on a test of balancing equations. The remaining students will receive additional instruction after school to prepare for a re-test on balancing chemical equations, which they will pass.

Rationale for Target: It is expected that 100% of students will know the Law of Conservation of Matter, as evidenced by a passing score on the balancing chemical equations test. Knowledge of this important concept is critical to understanding Chemistry.

Administration & Scoring: The balancing chemical equations test will be administered at the conclusion of the unit on this topic. Scoring will be done by me, based on the percent correct.

Approval of Objective: *Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Needs Revision in any category should be revised and resubmitted.*

	Needs Revision	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Please provide three pieces of feedback on this SLO (recognize its strengths, identify areas for improvement, recommend revisions, etc.)

1. _____
2. _____
3. _____

Mid-Year Conference Scenarios

This document highlights scenarios that might arise during Mid-Year Conferences when evaluators will need to determine whether a teacher should revise an SLO, be given additional support, or both. They are divided into Elementary, Middle, and High school examples.

Directions: Please read the MYC scenarios below and determine whether the SLO is in need of a revision, the teacher is in need of support, or both. For each scenario, think about the following:

- What additional information might you ask for from this teacher?
- If you checked support, what support might you provide?

Elementary Example 1

Mrs. Sherwood set a reading SLO for her third grade students at the beginning of the year, based upon their beginning-of-year reading assessments. She has been implementing the district reading curriculum and monitoring students' progress toward their targets. However, by your Mid-Year Conference in February, she reports that only 66% of students are currently on track to meet their targets. When asked to explain, Mrs. Sherwood points out that only 15 of her original 28 students are still on her roster. She has 9 new students, 4 of which are struggling readers. She would like to adjust the targets to be appropriately rigorous for her current group of students.

This SLO/teacher needs (check all that apply): a revision _____ support _____

Elementary Example 2

Mr. Holcome set a math SLO for his first grade students at the beginning of the year, based upon their beginning-of-year math assessments. He has been implementing the district math curriculum and monitoring students' progress toward their targets. However, by your Mid-Year Conference in February, Mr. Holcome reports that only 66% of students are currently on track to meet their targets. When asked to explain, he says that the original targets were overly ambitious for first graders and should be adjusted to be more realistic. However, you compare his targets to the other first grade teacher's and realize that they are nearly identical. She reports that her students are on track to meet them.

This SLO/teacher needs (check all that apply): a revision _____ support _____

Elementary Example 3

Mrs. Duane set a writing SLO for her fifth grade students at the beginning of the year, based upon their pre-test writing prompt data. She expected that all students would move up at least 2 levels on the 5th grade writing rubric by the end of the year and left detailed unit and lesson plans for her long-term sub when she went out on maternity leave in October. However, when she returned to school in January, she administered another prompt and found that nearly all students' scores were similar to their pre-test data. When you meet with her, she expresses concern that her students are not going to make adequate progress in the second half of the year to meet the original targets.

This SLO/teacher needs (check all that apply): a revision _____ support _____

Directions: Please read the MYC scenarios below and determine whether the SLO is in need of a revision, the teacher is in need of support, or both. For each scenario, think about the following:

- What additional information might you ask for from this teacher?
- If you checked support, what support might you provide?

Middle School Example 1

Ms. Carlton has been teaching 6th grade mathematics for eight years. At the beginning of the year, she set an SLO based on the end-of-year performance of last year's class. However, this year, due to district restructuring, a new elementary school is feeding into her middle school. When she began teaching the 6th grade curriculum, she found that many of her students did not have the foundational Science skills that her students have had in the past. She has had to do quite a bit of remediation in order to get students prepared to access the 6th grade material. She reports that 75% of students are on track to meet their goals and would like to adjust her targets to account for her students' lack of foundational knowledge and the re-teaching she has had to do.

This SLO/teacher needs (check all that apply): a revision _____ support _____

Middle School Example 2

Mr. Anderson set a target for his 8th grade chorus class, based on his original schedule, which allowed him to meet with the group 3 times per week, including one 90 minute block. However, in late September, the school hired an additional music teacher and the schedule was reorganized. He now meets with his chorus twice per week for 1 hour (2 hours/week). When asked about his SLO, he reports that the students are not on track to meet the original target because of the schedule change and would like to revise them.

This SLO/teacher needs (check all that apply): a revision _____ support _____

Middle School Example 3

Mrs. Greene set an SLO for her 7th grade Social Studies classes, using the text book unit tests as evidence. However, this fall, as part of her Professional Growth Goal, she and her colleagues in the Social Studies department took an online course on educational assessment. Based on what she's learned in the course, she wants to create a portfolio assessment based on the three units in the spring semester. She would like to include this assessment as an additional piece of evidence in her SLO.

This SLO/teacher needs (check all that apply): a revision _____ support _____

Directions: Please read the MYC scenarios below and determine whether the SLO is in need of a revision, the teacher is in need of support, or both. For each scenario, think about the following:

- What additional information might you ask for from this teacher?
- If you checked support, what support might you provide?

High School Example 1

Mrs. Sullivan set a Biology SLO for her 9th grade students, based upon their 8th grade NECAP scores and using their final exam as evidence. You reviewed the final exam and approved the SLO, noting that the targets were tiered for different levels of proficiency. At your Mid-Year Conference, you ask her if students are on track to meet their targets, and she reports that they are. However, she did not bring any evidence of their progress or interim data indicating their levels of proficiency.

This SLO/teacher needs (check all that apply): a revision _____ support _____

High School Example 2

Mrs. Woodrow teaches AP Spanish. Based upon her results in past years and this year's students' incoming grades, Mrs. Woodrow set an SLO that all students would pass the AP Spanish exam with a score of 4 or better. At the midyear conference, however, she shares practice test data that indicate that only half of her students are on track to pass the exam. When asked to explain, she reports that the kids are unfocused, disruptive, and are not doing their work outside of class. She would like to adjust the target to reflect this.

This SLO/teacher needs (check all that apply): a revision _____ support _____

High School Example 3

Mr. Klein set an SLO for his Engineering & Robotics elective. His original SLO relied upon two pieces of evidence—a written final exam and a final project. However, at the Mid-Year Conference, he explains that he would like for his students to complete the 2012 FIRST Robotics Competition task, which challenges teams of students to solve a common problem by building robots using a standard kit of parts and common rules. He would like to adjust his SLO to include this task as a new piece of evidence, in place of the original final project.

This SLO/teacher needs (check all that apply): a revision _____ support _____

Scoring Student Learning Objectives

ELEMENTARY

STUDENT LEARNING OBJECTIVE – Elementary #1

Content Area: Music

Grade Level: K-2

Student Learning Objective: Students in grades K-2 will notate simple rhythmic patterns (a) using iconic standard notation, including quarter notes/rests, eighth notes (paired), half notes/rests and whole notes (b) in simple meters of 2, 3 or 4.

Rationale: Students must learn note values and how they are notated within varying meters in order to sing and play music with accuracy. Reading, writing and performing rhythm patterns is evidence of music literacy.

Aligned Standards: RI GSE M1(K-2) 1, District Music Curriculum M2 (2nd), M5 (K-2)

Students: 25 K students, 31 1st grade students, and 27 2nd grade students

Interval of Instruction: SY 2011-2012

Evidence & Target(s):

K: 100% of students will earn a 3 out of 5 or better on end-of-year assessment which requires them to (a) identify quarter notes/rests, eighth notes, half notes/rests, and whole notes using pictures (b) repeat rhythmic patterns in simple meters of 2, 3 or 4. Of these students, 50% will earn a 4 out of 5 or better.

Gr. 1: 100% of students will earn a 3 out of 5 or better on end-of-year assessment which requires them to (a) identify rhythmic patterns by drawing pictures of quarter notes/rests, eighth notes, half notes/rests, and whole notes (b) repeat and produce rhythmic patterns in simple meters of 2, 3 or 4. Of these students, 50% will earn a 4 out of 5 or better.

Gr. 2: 100% of students will earn a 3 out of 5 or better on end-of-year assessment which requires them to (a) listen to a short series of whole and half notes and pauses and use standard notation to identify the pattern (b) repeat and produce complex rhythmic patterns. Of these students, 50% will earn a 4 out of 5 or better.

Rationale for Target: This is the first time I am administering these types of formal assessments for grades K-2. Therefore, I do not have specific baseline data on which to base my targets. To remedy this, the elementary music teachers in my district met to compare past students' performance on these types of tasks to come to a consensus about appropriate expectations for students at these grade levels and create the rubrics on which the assignments will be scored. We designed the rubric to reflect a level of proficiency that we believe is attainable by all students (3 out of 5) as well as room for students to distinguish themselves by exceeding expectations (4 or better). We will collect progress-monitoring data throughout the fall to determine if these targets prove to be both attainable and sufficiently rigorous.

Administration & Scoring: *How will evidence be collected? How will evidence be scored?*

Assessments will be administered in class and graded by me, in collaboration with one other music teacher from the district, using a rubric that the team developed. Assessment and rubric will be available for review by the mid-year conference. I will present examples of assessments earning 3, 4, and 5 points at each grade level so that my evaluator can see the difference between Meets Expectations and Exceeds Expectations in grades K-2.

RESULTS:

K: 100% (25/25) of students scored 3 out of 5 or better on end-of-year assessment. 40% (10/25) of students scored 4 out of 5 or better.

Gr. 1: 94% (29/31) of students scored 3 out of 5 or better on end-of-year assessment. 55% (17/31) of students scored 4 out of 5 or better.

Gr. 2: 100% of students (27/27) scored 3 out of 5 or better on end-of-year assessment. 67% (18/27) of students scored 4 out of 5 or better.

SCORING:

Not Met

Nearly Met

Met

Exceeded

NOTES:

STUDENT LEARNING OBJECTIVE – Elementary #2

Content Area: Music

Grade Level: 3-4

Student Learning Objective:

All 3rd and 4th grade students will be able to read and notate musical notes on the treble (clef) staff (lines E G B D F and spaces F A C E).

Rationale: Students must be able to read and notate notes on a treble staff in order to sing and play simple melodies on the recorder and/or xylophone, which are central to the gr. 3-4 music curriculum. Though I have found it to be somewhat challenging for students to grasp initially, it is a critical skill set that lays a foundation for future study in music.

Aligned Standards: RI GSE M1, M3, District Music Curriculum M2, M5

Students: This objective applies to 32 3rd and 28 4th grade students

Interval of Instruction: SY 2011-2012

Evidence & Target(s):

(1) Written exam requiring reading and writing notes on a treble staff. The final exam will be developed by district music teachers and graded with a rubric developed by the team. Target: 80% of the students will earn a 4 out of 5 (Meets Expectations) or better and 20% will earn a 3 out of 5 (Nearly Meets Expectations).

(2a) 3rd grade performance task: Students will read and play a series of notes on the recorder with grade-appropriate accuracy. Target: 80% of the students will earn a 4 out of 5 (Meets Expectations) or better and 20% will earn a 3 out of 5 (Nearly Meets Expectations).

(2b) 4th grade performance task: Students will read notes and play a song on the recorder and xylophone with grade-appropriate accuracy. Target: 80% of the students will earn a 4 out of 5 (Meets Expectations) or better and 20% will earn a 3 out of 5 (Nearly Meets Expectations).

Rationale for Target: I taught music to most of these students last year, when they were 2nd and 3rd graders, so I have a solid understanding of what they have been exposed to with regard to reading and notating musical notes. However, I did administer a pretest at the beginning of the year in order to confirm students' prior knowledge and ensure that they have, on average, a similar level of knowledge and experience as past classes of 3rd and 4th graders. Pretest data suggests that this incoming class of 3rd and 4th grade students do not significantly differ in their abilities from 3rd and 4th grade classes in past years. Therefore, I based my targets on the achievement I saw among my students last year on similar assessments, though I increased the percentage points at each tier of the target by 2-3%.

Administration & Scoring: Written exams will be administered in class and graded by me, in collaboration with one other music teacher from the district, using a rubric that the team developed. Assessment and rubric will be available for review by the mid-year conference. Performance tasks will be administered during the last month of school and scored using a rubric developed by the team. I will videotape a portion of the performances so that my evaluator can see the difference between Nearly Meets Expectations and Meets Expectations in grade 3 and grade 4.

RESULTS:

Evidence #1 (written exam): 70% (42/60) of the students earned a 4 out of 5 (Meets Expectations) or better and 30% (18/60) earned 3 out of 5 (Nearly Meets Expectations).

Evidence #2 (performance task):

Gr. 3: 69% (22/32) of the students earned a 4 out of 5 (Meets Expectations) or better and 31% (10/32) earned 3 out of 5 (Nearly Meets Expectations).

Gr. 4: 79% (22/28) of the students earned a 4 out of 5 (Meets Expectations) or better and 21% (6/28) earned a 3 out of 5 (Nearly Meets Expectations).

SCORING:

Not Met	Nearly Met	Met	Exceeded
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES:

MIDDLE SCHOOL
STUDENT LEARNING OBJECTIVE – Middle #1

Content Area: Visual Art & Design

Grade Level: 7-8

Student Learning Objective: Students will improve their ability to analyze the work of another artist in a short, constructed response.

Rationale: Reflecting on and analyzing works of art is a focus for 7th and 8th grade visual arts and it ties in well with the district’s goal of establishing regular opportunities for writing across the curricula in middle grades.

Aligned Standards: GSEs: 4 (7-8) –1, CCSS: W.7.2, W.8.2

Students: All 84 students in my four visual art classes.

Interval of Instruction: The interval of instruction is the spring 2012 semester.

Evidence & Target(s): Evidence: Students will be given opportunities every other week (8 total) to produce a short constructed response analyzing the principles of observational drawing (lines, spaces and shapes, relationship, lighting and shading, and composition) of another artist. They will also be given a pre-test to establish a baseline score for their response. Each will be scored using a rubric developed by the English department for short constructed responses that the art department adapted for this specific content. The rubric is used to assess students on their ability to provide accurate judgments of the artists use of observational drawing techniques, as well as their ability to support those judgments with specific evidence from the artistic piece.

Targets: The rubric we are using is on a four point scale. At the end of the semester, all students’ scores on each of the 8 short constructed responses will be averaged together. All students who score a 2 or lower on the pre-test (68 out of 84) will average at least 1 point higher than their first pre-test assessment (e.g. if a student scores a 1/4 on their pre-test, the average of their 8 responses will be at least a 2/4). All students who score a 3 or 4 on the pre-test will average at least 0.5 points higher.

Rationale for Target: The rubric for short constructed responses assesses a student’s ability to analyze a work and make accurate judgments about its quality based on specific evidence. The target is consistent with the English department’s writing goal for students (they expect most students to grow 1.5 points over the course of an entire year).

Administration & Scoring: For each short, constructed response, I will score up to 80%. The remaining 20% will be selected at random and scored by a colleague in the English department. Prior to scoring any short constructed responses, she and I will score several samples together to norm ourselves on the use of the rubric.

RESULTS: Of the 68 students who scored a 2 or lower on the pre-test, 40 averaged at least 1 point higher. Of the 16 students who scored a 3 or 4 on the pre-test, 6 averaged at least .5 points higher.

SCORING:

Not Met

Nearly Met

Met

Exceeded

STUDENT LEARNING OBJECTIVE – Middle #2

Content Area: Visual Art & Design

Grade Level: 7-8

Student Learning Objective: Students will demonstrate proficiency on 3 out of 5 principles of drawing in their observational drawing portfolio.

Rationale: Drawing from observation is a significant focus of the Visual Arts & Design curriculum throughout all grades. Students are working on this skill and area of knowledge in every grade span.

Aligned Standards:

GSEs: VAD 1 (7-8)-1, VAD 1 (7-8) – 2, VAD 3 (7-8) –1, VAD 4 (7-8) –1

Students: All 84 students in my four visual art classes.

Interval of Instruction: The interval of instruction is the spring 2012 semester.

Evidence & Target(s): Evidence: Student portfolios consisting of preliminary and final drawings are scored on a Drawing from Observation rubric created by district visual art teachers. Scoring levels range from “below standard” (1) to “advanced” (4) with categories covering aspects of creativity and design and technical execution in the five key principles of observational drawing (lines, spaces and shapes, relationship, lighting and shading, and composition). A student’s portfolio will be evaluated twice, once toward the middle of the instructional period and again at the end.

Targets: Based on student performance in prior years, most students will enter this course being able to demonstrate proficiency on one or two of the five principles of observational drawing. Therefore, it is reasonable to expect that all 84 students (100%) of students will meet proficiency or above on the rubric for at least three of the five principles of observational drawing. The six students who entered already demonstrating proficiency on three or four of the five principles of drawing will demonstrate mastery (4/4) on four out of five principles of drawing.

Rationale for Target: The rubric for Drawing from Observation is based on the extent to which a student’s portfolio demonstrates proficiency in various categories. The visual art and design department has developed a cohesive and sequential curriculum, instructional strategies, and assessments (rubrics) whereby all art educators have calibrated expectations for all students as they advance through the curriculum. As a district and at grade levels, we have determined what is both reasonable and appropriately challenging for all students to achieve. Based on our experience with using this rubric, we have found it typical that students who typically begin the semester scoring a two or even a one on various components of the rubric can reach proficiency (3) with effective, targeted instruction.

Administration & Scoring: Students will critique and reflect on their portfolios independently, with their peers, and with me throughout the course of the semester. I will provide final evaluation of each student's portfolio on the rubric at the mid-semester and end-of-semester reviews and assign ratings to the various dimensions. 10% of portfolios will also be scored by other art teachers. This portfolio rating will count for 40% of each student's semester grade.

Students will also score their own portfolios separately, and at our exit conferences we will discuss any major discrepancies. In the past, I have found that student ratings align to my own, and that this has been a productive exercise.

RESULTS:

76 students (90%) of students met proficiency or above on the rubric for at least three of the five principles of observational drawing. The 8 students who did not meet the target were able to demonstrate proficiency in two principles of observational drawing.

Of the 6 students who entered already demonstrating proficiency on three or four of the five principles of drawing, 5 demonstrated mastery (4/4) on four out of five principles of drawing.

SCORING:

Not Met

Nearly Met

Met

Exceeded

NOTES:

HIGH SCHOOL

STUDENT LEARNING OBJECTIVE – High #1

Content Area: French 2

Grade Level: 9-10

Student Learning Objective: Students will demonstrate grade-level proficiency in reading, writing, and speaking French, including the accurate use of past and present tenses.

Rationale: This course is equally focused on developing students' written and oral competencies in French. Based upon my knowledge of the typical development of the French 2 student, my data from past cohorts of students, and my data on the incoming students, this is a more-than-reasonable expectation.

Aligned Standards: American Council on the Teaching of Foreign Languages (ACTFL) – National Standards for Foreign Language Education:

- 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2: Students understand and interpret written and spoken language on a variety of topics.
- 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Students: This objective applies to my 48 French 2 students.

Interval of Instruction: The interval of instruction is SY 2011-2012.

Evidence & Target(s):

- 1) 100% of students will achieve a passing score (70% or higher) on the final exam, which measures reading comprehension, vocabulary, conjugation/agreement, and past and present tenses. Of those, 30% will achieve a score of 85% or higher.
- 2) At least 50% of students will produce a 300 word composition in French, using past and present tense in a content theme from this year, and earn a score of 3 on the World Language Department writing rubric (Nearly Meets Standard). Of those, 35% of students will be able to produce a 300 word composition in French and earn a score of 4 (Meets Standard). Of those, 15% of students will be able to produce a 300 word composition in French and earn a score of 5 (Exceeds Standard).
- 3) At least 50% of students will maintain a 5-minute conversation on one of 3 pre-selected topics, using past and present tense, with enough accuracy to earn a 3 on the WLD speaking rubric (Nearly Meets Standard). 35% of students will earn a 4 (Meets Standard), and another 15% of students will earn a 5 (Exceeds Standard).

Rationale for Target: The targets were informed by my knowledge of students' typical progression/capabilities in past years. In reviewing the level 1 data on my incoming students, and speaking with the level 1 teacher about strengths and weaknesses, I realized that I have approximately three tiers of French 2 students. All students passed French 1 on grade level. Approximately 50% of students passed with scores/grades indicating a grasp of French that is slightly above grade level. Finally, I have a handful of students (approx. 5) entering French 2 with a very strong base. I believe I will be able to push these students to achieve even higher levels of proficiency/precision. Because historically I have noted that

students tend to be stronger in their written, rather than oral, communication, I have made my targets for the written evidence slightly higher than those for the oral component.

Administration & Scoring: I will administer all three assessments as part of the students' final exam. The exam and composition will be part of the written will be administered during the final exam period. I will score the compositions using the Foreign Language Department level 2 writing rubric, which includes vocabulary, tense, subject-verb agreement, spelling, level of detail, etc. Approximately 20% of the compositions will also be double-scored by the other French teacher. Oral assessments will be administered one-on-one in the last week of school, prior to the exam period. I will develop the rubric in collaboration with the other French teacher and our department chair. I will administer and score most oral exams myself, though I will schedule my department chair to sit in on and double-score approximately 20%.

RESULTS:

- 1) Final exam: 100% (48/48) of students achieved a passing score (70% or higher). Of those, 35% (17/48) achieved a score of 85% or higher.
- 2) Composition: 46% (22/48) of students earned a score of 3 on the World Language Department writing rubric (Nearly Meets Standard). 31% (15/48) of students earned a score of 4 (Meets Standard). 23% (11/48) of students earned a score of 5 (Exceeds Standard).
- 3) Oral exam: 58% (28/48) of students earn a 3 on the WLD speaking rubric (Nearly Meets Standard). 38% (18/48) of students earned a 4 or better (Meets Standard), and another 4% (2/48) of students earned a 5 (Exceeds Standard).

SCORING:

Not Met	Nearly Met	Met	Exceeded
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES:

STUDENT LEARNING OBJECTIVE – High #2

Content Area: Spanish 4

Grade Level: 11-12

Student Learning Objective: Students will demonstrate proficiency in reading comprehension of longer passages in Spanish.

Rationale: One of our school-wide objectives is for students to improve their overall reading proficiency, with an emphasis on reading comprehension of long passages. By reviewing pre-test data from an assessment administered in the first week of this course, I have determined that all students' reading comprehension skills are Approaching Proficient or Proficient on short selections (class average of 70%), but most are not demonstrating reading comprehension proficiency on longer (> 750 words) passages (class average of 50%). Therefore, I have chosen this objective so that the students will develop additional reading strategies that will help them improve their reading comprehension in both Spanish and English.

Aligned Standards:

American Council on the Teaching of Foreign Languages (ACTFL) --National Standards for Foreign Language Education: Standard 1--Communication

1.2 Students understand and interpret written and spoken language on a variety of topics.

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

RI GSEs: R 13 --Reading Comprehension Strategies

1. Communicate effectively via listening, speaking, reading, writing, visual and technological means by:

1.3 Reading widely and critically for comprehension

Students: This objective applies to all 41 students in my Spanish 4 classes (2 sections).

Interval of Instruction: The interval of instruction is SY 2011-2012

Evidence & Target(s): Evidence: I will administer monthly reading comprehension assessments of longer passages with multiple choice questions in Spanish and constructed responses in English (to ensure that I am measuring reading comprehension, not writing mechanics and productive vocabulary).

Target: I will average students' scores on the April, May, and June monthly assessments. All 41 students will earn an average score of at least 65% (Approaching Proficiency); Of those, 20 students will score at least 75% (Proficiency) and 5 students will score 85% (Above Proficiency) or better.

Rationale for Target: The targets were informed by the students' scores on the pre-assessment on reading comprehension of longer passages (All students scored above 40%. In addition, about half of students scored between 50 and 60 points. Finally, five students scored between 65 and 75 percent).

Administration & Scoring: I will administer the assessment in class on a monthly basis. They will be scored by myself and the other Spanish 4 teacher, who is using the same assessments with his students. We will exchange half of our exams, so that we are each scoring 50% of our students' work and 50% of the other's students' work.

Results: 100% (41/41) of students earned an average score of at least 65% (Approaching Proficiency); 68% (28/41) of students scored 75% (Proficiency). 27% (11/41) scored 85% (Above Proficiency) or better.

Scoring:

Not Met

Nearly Met

Met

Exceeded

NOTES:

STUDENT LEARNING OBJECTIVE – High #3

Content Area: Spanish 4 Honors

Grade Level: 11-12

Student Learning Objective: Students will demonstrate grade-level proficiency in reading comprehension and speaking in Spanish.

Rationale: One of the objectives for the high school is for students to improve their overall reading proficiency, with an emphasis on reading comprehension. This course focuses on the continuing development of all four language arts domains --reading, writing, speaking, and listening. Additionally, many students will continue studying Spanish next year in the Advanced Placement class. Therefore, I would like to assist them in improving their reading and speaking skills in preparation for the AP Language Examination.

Aligned Standards:

American Council on the Teaching of Foreign Languages (ACTFL) --National Standards for Foreign Language Education:
Standard 1-Communication

- 1.1 The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics.
- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

RI GSE's:

R-13: Reading Comprehension Strategies

1. Communicate effectively via listening, speaking, reading, writing, visual and technological means by:
- 1.2 Speaking articulately and coherently for a variety of purposes and audiences
- 1.3 Reading widely and critically for comprehension

Students: This objective applies to the 22 students in my Spanish 4 Honors classes

Interval of Instruction: The interval of instruction is SY 2011-2012

Evidence & Target(s):

A) All students will sit for the department final examination. 100% of the students will earn a passing score of 60% or above on the reading comprehension portion of the exam. Of those, 30% will achieve a score of at least 85% on the reading comprehension portion of the exam.

B) All students will pass the oral assessment required to become members of the Spanish Honor Society. This assessment consists of a ten-minute interview in the language on open-ended topics, using past, present, and future tenses, as well as the present subjunctive tense with enough accuracy to earn a score of 3 (Meets the Standard) on the RI Skills Commission (RISC) rubric.

Rationale for Target: The targets were informed by my knowledge of students' typical progression/capabilities in past years in this course. Furthermore, in order for students to enroll in Spanish 4 Honors, they must have pass Spanish 3 with a final grade of A-, A, or A+ or Spanish 3 Honors with a final grade of B- or better. Therefore, it is reasonable to

expect that all of these students will be able to pass these assessments and that a proportion of them will be able to exceed this bar.

Administration & Scoring:

I will administer the final exam during the final exam period. The reading comprehension portion of the exam requires students to read several short passages in Spanish and answer multiple choice questions, as well as to read one longer passage and respond to a prompt with a constructed response in English (ensure that we are assessing reading comprehension in Spanish, not writing in Spanish). Students' writing conventions and productive vocabulary are assessed on other sections of the exam. The other Spanish 4 Honors teacher and I will exchange 50% of our exams, so that each is scoring half of their students' exams and half of the other's. The oral proficiency examination assessment will be given in March. The students will be assessed by other Spanish teachers in the department, using the RISC rubric. Teachers in the department will meet beforehand to calibrate our scoring using the rubric

RESULTS:

- A) Written final: 100% (22/22) of the students earned a passing score of 60% or above. 18% (4/22) achieved a score of at least 85%.

- B) Oral assessment: 95% (21/22) students passed the oral assessment required to become members of the Spanish Honor Society.

SCORING:

Not Met	Nearly Met	Met	Exceeded
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES:

Session 6 Closure

Take a few minutes to independently write down thoughts for implantation at your school:

3 actions you will take following this session

1. _____

2. _____

3. _____

2 challenges you anticipate

1. _____

2. _____

1 possible solution to your challenge

With a partner, share one action you're going to take or one challenge/solution. THANK YOU!