# Wisconsin Student Learning Objective

After reviewing available data and identifying the student population for whom the SLO will apply based on the needs identified by trends and patterns in the data, create a Student/School Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

**Subject Area/Grade Level**

**Reading/Grade 2**

**Baseline Data and Rationale**: (*What sources of data did you examine in selecting your SLO? What issues related to student equity can be seen through the data review? Summarize trends and patterns from your data review. If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal. Did you consider both qualitative and quantitative data?*)

The data I examined when selecting this SLO was Fall 2015 MAP Reading, Fall Oral Reading scores and Fall Teacher's College running records. There are 20 students in my class. Of the 20 students there are 5 students who are part of a disaggregated group (SES, ELL). When looking at the data, these 5 students all performed above the 25th percentile in MAP reading. No students triggered for intervention. When looking at Teacher's College data, 0 of the 5 students within a disaggregated group were below the fall benchmark. Two students who are part of the aggregate group were below the fall benchmark. All students reached the fall benchmark for the Oral Reading Fluency assessment.

**Learning Content and Grade Level:** (*Which content standards are relevant to/related to/in support of your goal? Is this content reinforced throughout the interval of this goal? Did you identify the national, state, or local standards relevant to your role in the district?*)

The national, state, and local standards relevant to my goal include:

Reading Literature

RL 2.1 Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.

RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI2.5 Know and use various text features to locate key facts or information in a text efficiently.

RI2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe.

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. -Distinguish long and short vowels when reading regularly spelled one-syllable words with long vowels. -Decode words with common prefixes and suffixes. -Identify words with inconsistent but common spelling-sound correspondences. -Recognize and read grade-appropriate irregularly spelled words.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension. -Read grade-level text with purpose and understanding. -Read grade-level text orally with accuracy, appropriate rate, and expression. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

This content is reinforced throughout the interval of this goal through the use of the TCRWP units I use during reader's workshop.

**Student Population:** (*Which students are included in the target population? How does the data analysis support the identified student population?*)

I am targeting all 20 students within my classroom. Of those 20 students, 5 students are part of a disaggregated group. Since there were no students significantly below grade level/benchmark, nor did any trigger for intervention, I chose to target my entire class for growth.

**Targeted Growth:** (*Have you identified the starting point for each target student? How did you arrive at these growth goals?*)

I have identified the starting point for each student using the MAP Reading assessment given in September, the independent reading level as determined by a September running record using Teacher's College, and the September Oral Reading words per minute assessment. MAP growth targets were determined through NWEA (MAP administration). I used the Fountas and Pinnell Progress Monitoring grid to determine end-of -year independent reading levels. If the growth expected did not reach our district benchmark, I adjusted the targeted independent level to reach the district benchmark (level L). Oral reading fluency data growth was set using the

Hasbrouck and Tindal Oral Reading Fluency Data grid which states second graders should increase their word count per minute by 1.1 words per week. However, 4 students oral reading fluency needs to accelerate at a faster pace in order to reach the end of year benchmark. For that reason, their growth will be 1.4 words per week. There are also 5 students who are already reading at a rate beyond the third grade target. For this reason, their growth is very limited to 6 words for the year. This would put them at a level that typically would exempt them from future oral reading assessments.

**Interval:** *(Does the goal apply to the duration of the time you spend with your student population (ex. Year, Semester, Trimester, etc.)?)*

Fall, 2015-Spring 2016 School Year

**Evidence Sources:** *(What benchmark assessments will you use (pre-instruction, mid-interval, post-instruction)? What formative practices will you use to monitor progress throughout the interval? What summative assessment will you use to determine student growth at the end of the interval? Is the assessment: Aligned to the instructional content within the SLO? Free of bias? Appropriate for the identified student population?)*

I will administer the Teachers' College assessment in fall, winter and spring. MAP Reading will be assessed in fall, winter and spring. Oral Reading Fluency will be formally assessed in fall, winter and spring. On-going conferring and running records will be used as formative assessment to monitor progress throughout the year. Bias is eliminated/reduced through the triangulation of data. MAP is a computer-based assessment, Oral Reading Fluency is assessed by other school personnel, and Teacher's College assessments have guidelines for administration that are adhered to. These evidence sources are appropriate for the identified population.

**SLO Goal Statement:** (*Specific, Measureable, Attainable, Results-based, and Time-bound*)

In the 2015-2016 school year, 100% of the 20 of 20 targeted students will meet or exceed their growth target in two out of three district assessments (MAP Reading, Teacher's College running records, Oral Reading Fluency).

**Instructional Strategies and Support:** *(What professional development opportunities support this goal? What instructional/leadership methods will you employ so that students progress toward the identified growth goal? How will you differentiate instruction to support multiple growth goals within your population? Who might you collaborate with in order to support the unique learning needs within your group?)*

Ensure increased volume of just right reading books. Ensure access to core instruction for all learners. Increased frequency and intensity of small group instruction and 1:1 conferring for all learners. Collaboration with reading specialist, ELL teacher, and learning support staff. Ongoing professional development around reading workshop.