

## 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 Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

---

### Subject Area/Grade Level

### Alternative Education – GEDO/High School

---

**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?)*

Each year, students that are applying for the GEDO II program are asked to write an application essay. Not only does that demonstrate their level of commitment to the program, it gives me a sense of where their writing skills are in relation to the targeted proficiency level expected to pass a portion of the Writing/LA GED test. Students are scored in four key areas:

- well-focused main points
- clear organization
- specific development of ideas
- Sentence structure, punctuation, grammar, word choice, and spelling.

However, not all students are entering the program with the same level of proficiency.

In order to establish baseline skills that apply to the GED writing test, I gave my students two reading samples with a writing prompt that asked them to demonstrate 1) reading comprehension, and 2) construction of a five paragraph essay response based on their reading. While this SLO focuses on the writing skills, the way in which I am assessing the writing mirrors is what's expected on the newly revised GED tests. I then scored the essays according to the Scoring Grid used with the GED writing assessment. To ensure the scoring was accurate, I had a Language Arts teacher score them as well.

Baseline scores were as follows:

- 3 students scored Inadequate (3/15 = 20%)
- 3 students scored Marginal (3/15 = 20%)
- 5 students scored Adequate (5/15 = 30%)
- 4 students scored Effective (4/15 = 27%)

---

**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?)*

Readiness Anchor Standards for Writing: Common Core State Standards

---

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

6 of 15 students (40% of the class) that scored Inadequate, or Marginal, on the GEDO II Application Essay.

---

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

Of the 6 students in the target population, 100% will increase writing scores to reflect adequate level on the state rubric.

---

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

August 2012 – May 2013

---

**Evidence Sources:** *(What benchmark assessments will you use (pre-instruction, mid-interval, and 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 use the GED five paragraph scoring rubric (attached)

---

---

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

All GEDO II Students scoring Inadequate and Marginal on the baseline Writing Assessment for entry into the program will increase their writing scores to adequate level on the WI state essay scoring rubric prior to taking the GED writing exam in May.

---

**Instructional/Leadership 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?)*

Administer and score a baseline prompt. – Secondary scoring to ensure accuracy.

Direct instruction on prewriting strategies, six traits writing, at least 1X weekly.

Allow time for writing in journals daily (independent practice)

Administer and score a mid-course writing prompt- Secondary scoring to ensure accuracy.

Continue direct instruction (whole group and individual support as needed) as well as daily practice.

Administer and score an end course prompt.