

## 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.

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### Subject Area/Grade Level

#### Physical Science/Grade 9

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**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?)*

As part of a building goal, we are to improve literacy within the content areas. As a science teacher of grade 9 students, I find that the proficiency levels are diverse, and somewhat challenging as a teacher. Students need to be able to critically analyze Science informational text and use it to defend laboratory investigations. This goal will help to move students needing support in basic reading/writing targets to a level needed for successful completion of the course.

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**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?)*

CCSS ELA in the Content Area: Reading Informational Texts in Science and Technology.

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

14 out of 30 Grade Nine Students in my physical science course are below proficiency in this standard.

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

9 students scored minimal on the baseline = 6 students to move to basic by year end.

5 students scored basic on the baseline = 5 students to move to proficient by year's end.

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

This is a year-long goal. Data on every student will be tracked and monitored quarterly.

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**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 include reading with written response prompts embedded in my curriculum formatively and on summative common assessments. We will use elements from common (LDC) rubrics to commonly evaluate and monitor student progress.

<http://www.literacydesigncollaborative.org/wp-content/uploads/2012/02/LDCTemplateTasks.pdf> (pgs. 16, 30, 37)

I will use elaboration and content understanding from this rubric to measure growth.

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

By May 2014, 50% of Students in Grade 9 Physical Science scoring below proficiency on the common assessment reading/writing rubric will increase by one level on the rubric.

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**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?)*

1. Formative sample readings & written response prompts (i.e.: LDC module experiences).
2. Model reading skills with Grade 9 Science complex text.
3. Use common rubric to provide consistent feedback to students' written response
4. Flexible Grouping to support reading and writing skills needed as indicated by formative assessment opportunities i.e.: homework.

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5. Enlist the ELL strategist to assist in co teaching and leading flexible group instruction as necessary.