

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

English/Language Arts – Grade 9-10 Special Ed Resource

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?)*

Based on data collected through 9th Grade QRI Reading and 11th Grade Cambridge ACT assessments the District has identified the area of Reading to be a recommended focus for this year's SLO's. Data collected through testing demonstrates consistently that we may improve Reading with regards to comprehension and stamina. 8th grade end of year reports on the QRI (Qualitative Reading Inventory) indicated that many readers (73%) were reading at the frustration level while relatively few (4%) students were scoring at the independent reading level. Cambridge (ACT) scores, which were administered to 11th grade students, reflected this concern as well, with students scoring low on a variety of English performance questions. With that in mind, I have selected to develop an SLO that supports improving reading proficiency at the High School level while also focusing on Common Core Assessment vocabulary.

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?)*

A review of CCSS for English and Language Arts and the accompanying document Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects it becomes apparent that many standards will be addressed through an SLO designed towards improving vocabulary. This can be expected as a student's ability to understand and apply a wide range of vocabulary is central towards reading performance.

- CCSS.ELA-LITERACY.RI.9-10.4 •Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- CCSS.ELA-LITERACY.RI.9-10.10 •By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. •By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
- CCSS.ELA-LITERACY.RST.9-10.1 •Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- CCSS.ELA-LITERACY.RST.9-10.4 •Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- CCSS.ELA-LITERACY.RST.9-10.6 •Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
- CCSS.ELA-LITERACY.RST.9-10.9 •Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
- CCSS.ELA-LITERACY.RST.9-10.10 •By the end of grade 10, read and comprehend science/technical texts in the grades 9-10text complexity band independently and proficiently.

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

I have selected to administer my SLO to students enrolled in my English Resource Class (sophomore (4 students) and freshman (2) students) at the High School. The freshman students represent the grade level assessed through the Q.R.I. at the end of the 2013-14 school year many of whom were shown to be reading at the frustration level. It is the instructor's reasoning that, by starting with this age group, I will be able to maximize their growth opportunities through future SLO projects based on data and trends that may be identified during this initial attempt. In addition, I chose to work with the sophomore students because at the end of the 2013-2014 school year, these students were reading below grade level according to the Q.R.I. results as well as their individual IEP goals. Furthermore, these sophomores have to prepare for the upcoming ACT assessment that is now required for them to take. The vocabulary words that I chose to administer and teach are vocabulary words that he or she will come across when taking the ACT as well as any assessment. These students, also, will benefit from this teaching so that they too can maximize their growth opportunities.

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

Student baseline data was collected through administration of a teacher developed measurement tool. In collaboration with the Technology Department a Pre-test was developed which reflects the work of Robert Marzano and is outlined in the text: Vocabulary for the Common Core.

Goals for growth were set based upon Marzano's research and insights from the District's Director of Instruction. Teacher input was also considered.

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

This SLO will be administered throughout the 2014-15 school year. Students enrolled in the class, English in the Resource Room will be able to participate in learning opportunities during both school semesters. Assessments will be given at the beginning, middle and at the end of the 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?)

Instructor developed pre, mid-interval, and post test have been developed for assessment of the SLO These were reviewed by the Director of Instruction during the summer of 2014 and approved for use. Each stage of assessment will be administered using a continuously random Google Forms document. This is to insure validity of the assessment instrument and enhance data analysis. Every effort was put forth to remove/reduce bias in these assessment instruments.

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

By the end of the 2014-2015 school year, 80% of students enrolled in Special Education Resource English (6 students total) class will demonstrate growth in reading achievement, in the area of vocabulary comprehension, as measured on pre and post assessment using the assessment rubric. Instructor Developed Vocabulary Assessment tool. (Marzano CCSS vocabulary and Classroom Specific Essential Vocabulary.) Students with a baseline score of 80% or greater will maintain or increase their score... Students with a baseline score of 50%-79% will increase their score by 4 pts. or more. Students with a baseline score of <50% will increase their score by 8 pts. or more

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?)

During the summer of 2014 I read the textbook: Vocabulary for the Common Core, by Robert Marzano. The implication for this process supports the SLO design. According to Marzano, students with a firm comprehension of level 2 and level 3 vocabulary are expected to show scores ranging from 22-38 percent higher on the ACT than students who have not grasped these concepts. A variety of formative assessments will be utilized for the purpose of progress monitoring. "Word Walls will be developed in the English Resource classroom. Word wall Wednesday will be a newly introduced instructional practice to introduce and receive feedback on the assessed vocabulary. Personal/individual student dictionaries are provided to students so they can write the word, definition, synonyms and antonyms of each word taught. The instructor will also require students to applicant what they learned in an "exit slip" form at the end of the day that uses a new vocabulary word that clarifies, highlights, strengthens the main idea/concept taught that particular day in English class. This will be used as both an assessment for the understanding of the new vocabulary word as well as an assessment of the teaching that was presented to the children that day.