

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

Technology Education/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?)

According to the WSAS Performance by Year for the language arts, a trend has developed where the number of students who are at a minimal performance level has increased by 9% over the last four years and 18% of the students tested last year were at a basic or minimal level.

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?)

This SLO will address the writing skills of students to increase their capabilities of writing coherent and concise works through the use of project reflections. CCSS WHST 11-12.3 - Student produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS WHST 11-12.4 - Student develops and strengthens writing by planning, revising, editing, rewriting, or typing a new approach, focusing on addressing what is significant for a specific purpose or audience.

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

All male and female students enrolled in the Introduction to Metals course with approximately 4% of those enrolled considered at risk.

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

Students will be assessed using the rubric 3-4 times over the course of the semester. To have all students achieve a proficient level in technical writing by achieving a minimal score of 36 on the rubric.

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

The SLO will be observed during each semester the class is taught.

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?)

Rubric based on the CCSS and Language Arts norms

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

All students enrolled in the Introduction to Metals course will demonstrate proficiency in CCSS-Literacy by achieving a minimal grade level of 36 points on the project reflection rubric.

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?)

- Implementing the project reflection rubric after the completion of every project in the Introduction to Metals course.
- Explanation of what it means to write above and beyond the given criteria with example topics.
- Remind students how spell-checking and grammar-checking software operates.
- Discuss student examples of categories 3 & 4 of the rubric after each project is graded and returned.