

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

ELL, Written Language/Grades 6-7

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?)*

I examined ACCESS for ELL's data and last year's results for the district writing assessment when selecting my SLO. I noticed that overall, my students struggled in the writing domain of the ACCESS.

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?)*

WIDA Can-Do descriptors in the grade-level cluster 6-8 support my goal. The CCSS for ELA-Writing are relevant to my goal: - Introduce claim(s) and organize the reasons and evidence clearly. – Use words, phrases, and clauses to clarify the relationships among claims and reasons. – Provide a concluding statement or section that follows from the argument presented.

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

The students I selected for my target population are my sixth and seventh grade ELL students

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

I identified the starting point for each student by using their ACCESS writing scores from last school year. I determined growth targets by giving the students a pre-writing assessment at the beginning of the school year and scoring the assessments using the WIDA writing rubric.

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

I have my students for ELL Intervention 40-45 minutes a day for the entire school year.

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 give my students writing assessments upon completion of each chapter in our ELL textbook. I will also use the WIDA writing rubric to score my students on these formative writing assessments throughout the school year. Students will then take the district writing assessment at the end of the school year and be evaluated using the WIDA writing rubric.

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

By June 2015, 80% of sixth and seventh grade ELL students will demonstrate one level of growth in their ability to write in English as measured by the WIDA Writing Rubric.

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?)*

Attendance at the meetings throughout the school year support this goal. I will have the students practice "Must Know" words and test them every four weeks. I will have students respond to a writing prompt after each reading in their ELL textbook. I will model the writing process periodically and show samples of student work. I will collaborate with classroom teachers to support the learning needs of my students.