

## 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

### Talented and Gifted ELA Pull Out/Grades 6-8

**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?)*

During transition conferences this year, qualitative data from grade 9 advanced coursework teachers, and HS counseling staff indicated that our Advanced ELA students are not demonstrating expected levels of proficiency related to research skills. Specifically, they students struggle with organization and synthesis, and documentation of the research.

Our district created common assessment rubric (see attached) for this standard was administered to my caseload of 6-8 students as a pre-assessment. While students demonstrate varying degrees of proficiency related to the subcomponents within the rubric, as a whole, this group of students are well below proficiency in their ability to organize and synthesize their research and research documentation.

**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?)*

College and Career readiness standards for Writing  
Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

All 8 students grade 6-8 who are identified as Level II TAG students in the area of English Language arts.

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

Will move at least 2 proficiency levels by May 2015.  
5 of 8 students will move at least 1 proficiency level my May 2015

3 of 8 students Baseline/pre-assessment score	Number of students
5-7 minimal	3
8-12 basic	5
12-16 proficient	0
16-20 advanced	0

The goal is to have all (100%) of the student population at or above proficiency by May. Therefore there are two growth trajectories within the group.

Based on individual work with students in this area of instruction, students starting at minimal level typically reach proficient levels in one years' time. Student's nearing or at proficiency progress at a slower pace, so setting the goal for one rubric level gain is appropriate.

---

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

September 2014- May 2015

---

**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?)*

Benchmark assessment

District developed common assessment used for evaluating writing Administered **three times throughout interval.**

\*This assessment was developed in coordination with the district TAG staff, led by district TAG coordinator.

Ongoing, formative practices include:

Guided practice lessons (lesson plans)

On demand writing 1X weekly – student samples

Journal entries

---

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

By May 2015, all 8 students identified as Level II GT, (grades 6-8) in the area of ELA will improve to proficient or advanced levels of performance in their ability to organize and synthesize their research and documentation as measured by the district approved assessment 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?)*

Administer a mid-interval and final benchmark assessment using the common assessment rubric.

Collaborate with the Library Media Specialist to develop a research lesson to review the fundamentals of research – with appropriate level resources for an advanced group.

Incorporate a series on ongoing formative assessments to include:

Students will support their answers to the “problem of the week” with one research source- citing the source as ongoing, independent practice related to the skill.

Problems of the week will feature a different type of research sources to provide students practice with multiple citation types.

Using primary source documents, students will engage in research analysis to determine if the research used within the articles provided evidence to support key ideas.

At each quarter mark, student will be asked to create a one page information brief related to a research topic in order to practice synthesis and summarizing their research.

Enroll in a professional development course in GT/ ELA strategies.