

## 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/Grade 6

**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?)*

6th grade students taking Technology Education class for the first time have had a **limited amount of exposure** to linear measurement and how to use a ruler correctly. This measurement skill is vital to the Technology Education curriculum and is a life-long skill. At the present time, there is **no established baseline**. By completing this SLO, a baseline can be developed.

**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?)*

Wisconsin Standards for Technology and Engineering, Content Area, Architecture and Construction, Standard AC1a, Students will be able to select and use architecture and construction technologies.

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

This SLO goal will apply to **all 6th grade Technology Education students**.

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

**80% of the 6th grade students** will increase their measurement test by **20%** or achieve 100% on their measurement test.

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

The SLO goal will span **nine weeks/one quarter**. This is the length of time that 6th grade students have for Technology Education during their 6th grade 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?)*

Students will complete a measurement unit that will include measuring items to the nearest  $1/16''$ . At the completion of the measurement unit, students will be given **a measurement test**. The measurement unit and measurement test will be completed within the **first 2 weeks** of the start of the quarter. The scores the students receive will be graded and evaluated. Towards the end of the quarter, students will be given another measurement test. **Test results** from the first test and the second test will be reviewed to determine if and how much the student's scores increased from the first test.

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

**80% of all 6th grade Technology Education students** will increase their measurement test by 20% or achieve 100% on their **measurement test**. Students will take a pre-test within the first week of the quarter and then a post-test at the end of the quarter.

**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?)*

Classroom activities will involve the following:

- Watching a video on how to use a ruler.
- Completing a worksheet packet.
- Using a tape measure to measure different items of the student's choice from within the classroom.
- Completing a pre and post measuring test