Handout 1. SLO Approval Checklist (Appendix B)

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|  | | Peer Reviewer Initials | Final Reviewer Initials |
| **SLO Sections** | **Description of information** |  |  |
| **Boxes 1-6**  **Teacher of Record Demographics** | States the number of students included in the SLO |  |  |
| Provides relevant and complete information about student characteristics |  |  |
| Includes start and end dates of interval of instructional time |  |  |
| **Boxes 7 and 8**  **Baseline data and Student Needs** | Identifies area(s) of need |  |  |
| Identifies available data used to determine areas of strength and need |  |  |
| Includes analysis of available data for areas of strength and need |  |  |
| **Box 9**  **Content**  **Standards** | Includes standards that align to the area of need and to the assessments |  |  |
| Includes both application/process and content standards |  |  |
| Includes standards that are rigorous but focused enough to be measured using an appropriate assessment |  |  |
| **Box 10 Summative Assessment** | Identifies an assessment that aligns with the identified content and process standards. |  |  |
| Identifies an assessment that meets all criteria in Table 5 |  |  |
| Describes the format and structure of the assessment |  |  |
| Lists modifications or accommodations that will be necessary for students with IEPs or 504 plans and/or ELL students, and explains how the modifications or accommodations will be provided. |  |  |
| **Box 11**  **Growth Targets** | Includes numerical growth targets for all students on the roster |  |  |
| Includes targets that are rigorous, attainable, and developmentally appropriate |  |  |
| Includes a rationale for the targets that explains how the growth targets were determined |  |  |
| **Box 12 Instructional Strategies** | Lists two or three key strategies that the teacher will use to support students. |  |  |
| Identifies multiple ways the teacher will monitor student progress throughout the interval of instruction. |  |  |
| Explains how progress monitoring data will drive instructional plans. |  |  |
| **Box 13 Formative Assessment** | Describes strategies that will be used to assess learning at anticipated check points and the adjustments to instruction or interventions that might be taken based on results of formative assessment (not all formative assessments and adjustments can be anticipated, but the teacher should have preplanned some formative processes). |  |  |

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|  | Comments | Recommend for Revision | Pre-approved (Recommend for Approval) | Approved |
| Pre-Approval by Peer(s) |  |  |  |  |
| Final Approval  Signature |  |  |  |  |

Handout 2: SLO Template

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| Teacher of Record: | School: |
| Subject/Grade/Standards Cluster: | Date: |
| Instructional Assignment: | Size of Instructional Cohort: |
| Interval of Instructional Time: |  |

Student Demographics and Baseline Data:

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Administrator Comments:

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Content Standards

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Administrator Comments:

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Summative/Post-Assessment

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Administrator Comments:

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Growth Target

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Administrator Comments:

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Instructional Plan

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Administrator Comments:

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Formative Assessment Processes

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Administrator Comments:

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**Teacher Signature**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Administrator Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Handout 3: Student Learning Objective Exemplar

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| 1. Teacher of Record: Robert Brown | **School:** Pendleton High School |
| **Subject/Grade/Standards Cluster**: French & Indian War Through Civil War and Reconstruction | **Date:** October 20 |
| **Instructional Assignment:** U.S. History, Grade 11 | Size of Instructional Cohort: 23 |
| **Interval of Instructional Time:** January 6, 2014 to May 12, 2014 |  |

Student Demographics and Baseline Data

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| Data from prior years suggest that, throughout the course, students typically struggle to use sources (especially primary sources) to analyze and critique historical eras, major enduring themes, turning points, and events in U.S. history. In order to determine this group’s skill level in source-based argumentation and to begin to pinpoint specific areas of difficulty, I administered a team-developed pre-assessment at the beginning of the course. The assessment consisted of a document-based question (DBQ) essay selected from the DBQ Project (which our department purchased last year for assessment purposes) and a set of two text-dependent assessment tasks on three readings. The tasks included five open response questions (which our department wrote and piloted last year for the pre-assessment) on two different readings, as well as a 10-question multiple choice section on a third reading (which we developed by modifying an AP-released MC exam). The DBQ essay was scored against the schoolwide argumentative essay rubric criteria for thesis, evidence, and content (not the grammar and mechanics criteria). The text-based questions were scored using the department rubric for the stems (a standards-based rubric rather than a question-specific rubric), and the multiple choice questions were scored with a key. The essay score was used to determine an overall baseline skill level and the text-based question score was used to determine skill-level trends among students in accessing texts in order to conduct analysis and critique. The multiple choice data were used as another data point to help confirm trends. Overall, students as a group performed consistently on the questions, demonstrating a need for improvement in all areas but particularly in 1) understanding a complex thesis, 2) understanding key distinctions, and 3) understanding an author’s point of view. DBQ scores corroborated that these areas are in need of improvement. Based on a review of the students’ sophomore NWEA scores, I also identified a classwide need for developing skills related to informational texts.  Summary of the Data (DBQ essay scores and scores on text-based questions for each student [identified by ID #] are provided on the last page.)  Argumentative Essay Rubric Scale: 1–4. Class score range: 1–2 (very low readiness).  MC Question Scale: 0–10. Class score range: 3–6 (low to moderate readiness).  Text-Based Questions Rubric Scale: 1–4. Class average score range: 1–2 (low readiness)  Special Needs: In my class, I have two students with IEPs (one for Asperger’s syndrome and one for a disability in mathematics). Neither of these students require additional accommodations or modifications in my class. However, I have two students whose NWEA reading scores are low and who therefore may struggle to access some of the texts. |

Reviewer/Administrator Comments:

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| This is a thorough analysis that relies on assessments we can have reasonable confidence and commonality for the set of standards. The triangulation of data and skill-specific analysis help ensure accuracy in determining needs and setting a growth target. |

**Content Standards**

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| This SLO requires students to apply reading comprehension skills and content knowledge in demonstrating mastery of standard E1, which states: “Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.” This SLO also aligns with the Common Core State Literacy Standards focused on integrating new knowledge and ideas and writing document-based arguments in discipline-specific contexts:  [CCSS.ELA-Literacy.RH.11-12.1](http://www.corestandards.org/ELA-Literacy/RH/11-12/1/) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  [CCSS.ELA-Literacy.RH.11-12.2](http://www.corestandards.org/ELA-Literacy/RH/11-12/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  [CCSS.ELA-Literacy.RH.11-12.9](http://www.corestandards.org/ELA-Literacy/RH/11-12/9/) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  [CCSS.ELA-Literacy.WHST.11-12.1](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/) Write arguments focused on discipline-specific content. |

Reviewer/Administrator Comments:

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| There is good alignment between the standards and the assessments, especially because you are using the schoolwide argumentative writing rubric rather than the holistic DBQ essay rubric. We’ll need to be mindful that while this SLO will give good data on the effectiveness of your instruction, we would need to see more than one demonstration of learning and skill to measure student proficiency in the standards. |

Summative/Post-Assessment

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| The summative assessment will be a DBQ essay from the DBQ Project. Our department has decided that, for post-assessment purposes, four DBQs from the DBQ Project handbook will be selected at random by a neutral party just before the assessment. The four DBQs will then be distributed at random to the students. The same rubric criteria used in the pre-assessment will be used to score the essays. The department has scheduled time on the May 20 early release day to double score the essays. |

Reviewer/Administrator Comments:

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| The double scoring is good practice. The random selection of essay prompts helps to ensure some mastery of content and is a great check against bias. |

Growth Target

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| All students in this group will score a level 3 on the rubric. |

Reviewer/Administrator Comments:

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| Given our scale for “impact on student learning and growth,” this is a reasonable but rigorous goal. Expecting all students to meet the same level differentiates to expect more growth of those whose skills need the most improvement and will require that you differentiate your instructional plan as well. |

Instructional Plan

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| The key instructional practices I will use are designed to target the skills in need of improvement.  **Source document analysis:** I will develop research exercises that require students to locate and thoroughly analyze various types of sources on a single topic. I developed a source analysis worksheet that the department has reviewed and endorsed. This worksheet asks readers to identify the genre, audience, purpose, thesis (if applicable), and so on, of contemporary and historical documents (both primary and non-primary).  **Frequent text-dependent question assignments on various sources:** I will prepare (ahead of class) a set of text questions of a certain type and will incorporate those questions at appropriate points in the reading. I will sequence these questions by type and work on one skill for several rounds. For example, for the first five readings, I will first provide a model question and response, leading students through analysis of a strong and a weak response. I will then immediately follow the study of a reading in class with a single question on the author’s point of view. Students will answer on blue index cards and hand them in. When we begin working on understanding distinctions, the questions will target this skill and the card color will change to orange. In this way, students will have a clear understanding of the task being asked of them, I can give immediate feedback, and students will get repeated practice on a skill. Although it will be important to change up the type of question every so often, I will stick with one type of question until the majority of the class shows a good foundation for progress. Also, after switching to another type of question, I will periodically throw into the mix a question of a previous type. When the students seem ready, I will give them the entire battery of questions on a reading to check the skills comprehensively.  **Daily journal prompts:** These prompts ask students to comment on a brief reading, video clip, or image. Like the reading questions, the prompts will drive at the three areas in need of improvement but the responses will allow practice in constructing mini arguments or analysis of texts. The daily prompts will often be the basis of class activities and discussions. |

Reviewer/Administrator Comments:

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| The instructional plan is finely tailored to the learning needs of students and will provide both you and your students with ongoing data on progress. The single question approach will appeal to students. |

Formative Assessment Processes

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| The reading questions and the daily journals will provide me with frequent progress checks and the repetition will illuminate patterns in responses that point to specific barriers to success. If the data show a classwide pattern, I will build into my plan more modeling of responses and frequent peer critique of responses against the rubric. If the data reveal that one or two students are struggling more than the rest, I will begin by assessing their ability to respond to less complex texts. The Common Core State Standards in English Language Arts (ELA) provide a “range, quality, and complexity” list of texts that will help guide my choices. The NWEA data do indicate a reading deficit in some students. If the students have more success with easier texts, I will continue with the easier texts and gradually build back up to the DBQ-level sources. I will also ask the literacy coach for suggestions about how to help older students improve their reading skills, and I will make sure these students are grouped with others who show the ability and the will to help peers learn. If the students struggle even with the simpler texts, I will need to further break down the tasks for them and/or work with them one on one outside the class. |

Reviewer/Administrator Comments:

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| Your formative assessment plan is comprehensive and thoughtful. You clearly understand that the purpose of formative assessment is to both inform instruction and illuminate the need for interventions for individual students. I know Ms. Camron, who teaches the remedial reading class, has developed some great reading comprehension strategies with the help of the literacy coach, which she says are leading to measurable results. I’m sure she would be willing to describe the tools for you. Maybe you and she could talk about some peer collaboration and class observations to support one another. Also, one of our available Professional Cohorts is the cross-content literacy cohort (CCLC). Once the SLO development is completed, it will be time to choose a focused cohort, and you may get a lot out of the CCLC to develop some professional goals in literacy. |

Recommended for Approval 🗸\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peer Reviewer Signature

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Handout 4: SLO Quiz Show Notes

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| **Question** | **Table #** | **Notes or Questions** |
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Handout 5A: Practice SLO

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| 1. **Teacher of Record:** Rachel Research | 1. **School:** Humpty Dumpty Elementary School |
| 1. **Subject/Grade/Standards Cluster:** Gifted and Talented Reading and Mathematics | 1. **Date:** 10/15/13 |
| 1. **Instructional Assignment:** Elementary Gifted and Talented Specialist | 1. **Size of Instructional Cohort:** 24 students |
| 1. **Interval of Instructional Time:** 11/13/13–4/14/14 (88 instructional days) |  |

Student Demographics and Baseline Data

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| 1. I provide instruction to third-, fourth-, and fifth-grade students in a pullout program. In order to be placed in my class, students have to perform at or above the 95th percentile on an aptitude test and be referred by two teachers. I provide instruction to 24 students. Of these students, three are twice exceptional, meaning that they have been diagnosed with giftedness and a disability (two students have ADHD; one student has a reading disability).   One of the students’ final projects is a research project graded with a rubric. I know from prior years that students generally struggle with organizing and synthesizing research. As part of the baseline data analysis process, teachers provided me with work samples from the prior year, and I will *regrade* student research reports using the team-developed rubric to establish a baseline score. |

Administrator Comments:

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Content Standards

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| 1. There are no standards for gifted and talented students. |

Administrator Comments:

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Summative/Post-Assessment

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| 1. I will use a team-developed, four-level rubric to assess the quality of students’ final research project. This rubric has been vetted by the district curriculum director, as well as the special education coordinator. I will provide my two students with ADHD extended time to complete the assignment (per their 504 plans). I will work with the special educator to provide appropriate accommodations and modifications to the student with the learning disability (as specified in the student’s individual educational program). The rubric is structured so that all students will be able to demonstrate growth on the final assessment. |

Administrator Comments:

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Growth Target

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| 1. I expect each of my 24 students to increase his or her rubric score by five points. |

Administrator Comments:

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Instructional Plan

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| 1. As needed, I will provide scaffolds for conducting research tasks early in the year so that students are comfortable with conducting research by the time of the final project.   I will hold conferences with students regularly to provide differentiated, project-specific questioning to help students think through the research process and the information they are gathering.  I will share examples of research projects with students and have students critique sample research reports that I have compiled. |

Administrator Comments:

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Formative Assessment Processes

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| 1. I will monitor progress by conducting one-on-one conferences with students throughout the year to assess the progress made toward completing the research report. |

Administrator Comments:

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Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Handout 5B. Practice SLO

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| 1. **Teacher of Record:** Esperanza Español | 1. **School: Happytimes High** |
| 1. **Subject/Grade/Standards Cluster:** World Languages | 1. **Date:** 10/15/13 |
| 1. **Instructional Assignment:** Spanish II | 1. **Size of Instructional Cohort: 25 students** |
| 1. **Interval of Instructional Time:** 11/13/13–4/14/14 (88 instructional days) |  |

**Student Demographics and Baseline Data**

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| At the beginning of the year, I met with the French teacher to analyze our students’ data. We decided that this year our department’s goal is to improve our students’ writing skills.  Given this focus, I administered a preassessment in September that focused on writing. I graded three writing samples using a rubric that I adopted from the New York State Regents Rubric. The maximum possible score on the assessment is 48 (16 points on each of the three writing tasks).  Further analysis of results shows that students can generally write informal notes with accuracy but struggle to use correct syntax and grammatical structures in more formal writing. Students struggled with expressing an opinion, both in terms of organization and application of the grammatical structures. Students have not yet learned the subjunctive tense, which is possibly why scores for expressing an opinion were so low.  I provided instruction to the 20 students in this class last year. One student speaks Spanish in the home. Another student receives occupational therapy for a writing disability. Two students have ADHD and receive extended time to complete work and assessments. |

**Administrator Comments:**

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**Content Standards**

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| My SLO focuses on the communication standards (part A) of Maine’s Learning Results World Language Standards. |

**Administrator Comments:**

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**Summative/ Post Assessment**

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| I assessed students using a pre-assessment that will be graded using the rubric mentioned earlier, which I modified from the New York State Regents. The format of the summative assessment will be the same. |

**Administrator Comments:**

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**Growth Target**

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| I expect my students to make half the gap between the maximum postassessment score and the preassessment score. For example, if a student scored a 20 out of 48 on the preassessment, I expect that student to increase their preassessment score by 14 points ((48-24)/2)) and score a 34 out of 48 (20+14) on the postassessment. |

Administrator Comments:

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**Instructional Plan**

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| Instruction will include brief explicit teaching of grammar structures followed by repeated exposure to and opportunities to practice grammar structures and vocabulary. In addition, we will create a vocabulary wall as we learn new words.  . I will monitor this process and add additional feedback as necessary. |

**Administrator Comments:**

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**Formative Assessment Processes**

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| Students will complete a weekly writing journal. I will assess the quality of the writing using the rubric. |

**Administrator Comments:**

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**Teacher Signature**: \_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Handout 6A: Annotated SLO

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| 1. **Teacher of Record:** Rachel Research | 1. **School:** Humpty Dumpty Elementary School |
| 1. **Subject/Grade/Standards Cluster:** Gifted and Talented Reading and Mathematics | 1. **Date:** 10/15/13 |
| 1. **Instructional Assignment:** Elementary Gifted and Talented Specialist | 1. **Size of Instructional Cohort:** 24 students |
| 1. **Interval of Instructional Time:** 11/13/13–4/14/14 (88 instructional days) |  |

Student Demographics and Baseline Data

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| --- |
| 1. I provide instruction to third-, fourth-, and fifth-grade students in a pullout program. In order to be placed in my class, students have to perform at or above the 95th percentile on an aptitude test and be referred by two teachers. I provide instruction to 24 students. Of these students, three are twice exceptional, meaning that they have been diagnosed with giftedness and a disability (two students have ADHD; one student has a reading disability).   One of the students’ final projects is a research project graded with a rubric. I know from prior years that students generally struggle with organizing and synthesizing research. As part of the baseline data analysis process, teachers provided me with work samples from the prior year, and I will *regrade* student research reports using the team-developed rubric to establish a baseline score. |

Administrator Comments:

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Content Standards

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| 1. There are no standards for gifted and talented students. |

Administrator Comments:

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Summative/Post-Assessment

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| 1. I will use a team-developed, four-level rubric to assess the quality of students’ final research project. This rubric has been vetted by the district curriculum director, as well as the special education coordinator. I will provide my two students with ADHD extended time to complete the assignment (per their 504 plans). I will work with the special educator to provide appropriate accommodations and modifications to the student with the learning disability (as specified in the student’s individual educational program). The rubric is structured so that all students will be able to demonstrate growth on the final assessment. |

Administrator Comments:

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Growth Target

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| 1. I expect each of my 24 students to increase his or her rubric score by five points. |

Administrator Comments:

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Instructional Plan

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| --- |
| 1. As needed, I will provide scaffolds for conducting research tasks early in the year so that students are comfortable with conducting research by the time of the final project.   I will hold conferences with students regularly to provide differentiated, project-specific questioning to help students think through the research process and the information they are gathering.  I will share examples of research projects with students and have students critique sample research reports that I have compiled. |

Administrator Comments:

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Formative Assessment Processes

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| 1. I will monitor progress by conducting one-on-one conferences with students throughout the year to assess the progress made toward completing the research report. |

Administrator Comments:

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Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Handout 6B. Annotated SLO

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| 1. **Teacher of Record:** Esperanza Español | 1. **School: Happytimes High** |
| 1. **Subject/Grade/Standards Cluster:** World Languages | 1. **Date:** 10/15/13 |
| 1. **Instructional Assignment:** Spanish II | 1. **Size of Instructional Cohort: 25 students** |
| 1. **Interval of Instructional Time:** 11/13/13–4/14/14 (88 instructional days) |  |

**Student Demographics and Baseline Data**

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| --- |
| At the beginning of the year, I met with the French teacher to analyze our students’ data. We decided that this year our department’s goal is to improve our students’ writing skills.  Given this focus, I administered a preassessment in September that focused on writing. I graded three writing samples using a rubric that I adopted from the New York State Regents Rubric. The maximum possible score on the assessment is 48 (16 points on each of the three writing tasks).  Further analysis of results shows that students can generally write informal notes with accuracy but struggle to use correct syntax and grammatical structures in more formal writing. Students struggled with expressing an opinion, both in terms of organization and application of the grammatical structures. Students have not yet learned the subjunctive tense, which is possibly why scores for expressing an opinion were so low.  I provided instruction to the 20 students in this class last year. One student speaks Spanish in the home. Another student receives occupational therapy for a writing disability. Two students have ADHD and receive extended time to complete work and assessments. |

**Administrator Comments:**

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**Content Standards**

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| My SLO focuses on the communication standards (part A) of Maine’s Learning Results World Language Standards. |

**Administrator Comments:**

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**Summative/ Post Assessment**

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| --- |
| I assessed students using a pre-assessment that will be graded using the rubric mentioned earlier, which I modified from the New York State Regents. The format of the summative assessment will be the same. |

**Administrator Comments:**

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**Growth Target**

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| --- |
| I expect my students to make half the gap between the maximum postassessment score and the preassessment score. For example, if a student scored a 20 out of 48 on the preassessment, I expect that student to increase their preassessment score by 14 points ((48-24)/2)) and score a 34 out of 48 (20+14) on the postassessment. |

Administrator Comments:

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**Instructional Plan**

|  |
| --- |
| Instruction will include brief explicit teaching of grammar structures followed by repeated exposure to and opportunities to practice grammar structures and vocabulary. In addition, we will create a vocabulary wall as we learn new words.  . I will monitor this process and add additional feedback as necessary. |

**Administrator Comments:**

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**Formative Assessment Processes**

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| Students will complete a weekly writing journal. I will assess the quality of the writing using the rubric. |

**Administrator Comments:**

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**Teacher Signature**: \_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Handout 7: Drafting Your SLO

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| 1. Teacher of Record: | 1. School: |
| 1. Subject/Grade/Standards Cluster: | 1. Date: |
| 1. Instructional Assignment: | 1. Size of Instructional Cohort: |
| 1. Interval of Instructional Time: |  |

Student Demographics and Baseline Data

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Administrator Comments:

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Content Standards

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Administrator Comments:

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Summative/Post-Assessment

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Administrator Comments:

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Growth Target

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Administrator Comments:

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Instructional Plan

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Administrator Comments:

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Formative Assessment Processes

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Administrator Comments:

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Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_