

New York State Student Learning Objective – Grade 2 ELA

All SLOs MUST include the following basic components:

Student Population	<p><i>These are the students assigned to the course section(s) in this SLO – all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>Course sections: All 23 students in my 2nd grade classroom (see attached roster).</p>
Learning Content	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p>Course: Grade 2 English Language Arts</p> <p><i>Source of Standards:</i> NYS P12 Common Core Learning Standards for ELA and Literacy</p> <p><i>Standards, Performance indicators, etc.:</i></p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.6 Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading a dialogue aloud.</p> <p>RL.2.11 Make connections between self, text, and the world around them (text, media, social interaction).</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes a story.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.</p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i></p> <p>October 1, 2012 through May 15, 2013</p>

<p>Evidence</p>	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p><u>Pre-assessment</u>: End-of-grade test for first grade reading from “TestMakersForYou” (fictional approved 3rd party vendor).</p> <p><u>Summative Assessment</u>: End-of-grade test for second grade reading from “TestMakersForYou.”</p> <p>Offers accommodations as legally required and appropriate? Yes; I will follow my students’ IEPs during testing administrations.</p> <p>Ensures that those with vested interest are not scoring summative assessments? Yes; our district process for scanning/scoring and reporting will be used.</p>												
<p>Baseline</p>	<p><i>What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?</i></p> <ol style="list-style-type: none"> 1. <u>Kindergarten Readiness</u>: I was able to trace the records for 90% of my students back to the kindergarten level. The majority of these students reported to kindergarten without school readiness skills and ended their kindergarten year growing in skills but still scoring almost one year behind grade level on the summative created by “TestMakersForYou.” 2. <u>1st Grade Data (pre-assessment)</u>: Last year, my students grew but were still far below grade level, scoring an average 51.7% accuracy rate on the comparable test at the end of first grade. The gap between their actual scores and what we would expect of first graders at the end of the year has narrowed, but much work is yet to be done. Actual test scores are included in the target section below, but I have also attached a score report from last year. 3. <u>Guided Reading Data</u>: Early guided reading results from this year show that most students are still 2 levels below grade level in reading, with many struggling to make connections, understand vocabulary, and find main ideas and supporting details. This class is also well behind other second grade classes in the school. 												
<p>Target(s)</p>	<p><i>What is the expected outcome (target) of students’ level of knowledge of the learning content at the end of the instructional period?</i></p> <p>80% of students will reach their individual goals. My goal for each student was set individually based on available data sources, namely the pre-assessment scores. (Individual pre-assessment scores and targets are shown in the attached roster.)</p> <table data-bbox="359 1062 821 1273"> <thead> <tr> <th>Pre-Assessment Score Range</th> <th>Summative Goal</th> </tr> </thead> <tbody> <tr> <td>20-35</td> <td>50</td> </tr> <tr> <td>36-46</td> <td>60</td> </tr> <tr> <td>46-55</td> <td>70</td> </tr> <tr> <td>56-65</td> <td>75</td> </tr> <tr> <td>Greater than 66</td> <td>80</td> </tr> </tbody> </table> <p>Exceptions to this system were made for Ortega, Kaldas, and Yellen in light of available data.</p>	Pre-Assessment Score Range	Summative Goal	20-35	50	36-46	60	46-55	70	56-65	75	Greater than 66	80
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HEDI Criteria	<p><i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), “well-above” (highly effective)?</i></p> <ul style="list-style-type: none"> • Highly effective = 89% of students or more will meet or exceed their target goal on the summative assessment. • Effective = 80-88% of students will meet or exceed their target goal on the summative assessment. • Developing= 68-79% of students will meet or exceed their target goal on the summative assessment. • Ineffective= 67% of students or fewer students will meet or exceed their target goal on the summative assessment. 																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	97-100%	93-96%	89-92%	88%	87%	86%	85%	84%	83%	82%	81%	80%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	57-67%	46-56%	0-45%
Rationale	<p><i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i></p> <p>These standards were chosen because these were shown to be weaknesses in the pre-assessment data. Based on test results provided by the first grade teachers, vocabulary is a particular problem for some of my students, particularly English Language Learners. In addition to guided reading levels being 2 levels behind, pre-assessment results also indicate that almost all students had much higher levels of difficulty with informational texts, particularly when attempting to grasp the main idea and make connections.</p> <p>Historical data indicates that students who do not master these basic skills will not be able to move successfully into the third grade. At the end of last year, I met with the third grade teachers and looked at my former students’ performance on the State ELA assessment. Those students who were behind on these standards when they left my class did not pass the third grade State ELA assessment.</p> <p>The selected assessments have district approval and are more valid and reliable than what we used last year. This year’s score reporting allows us to see how each student performed on each of the standards we addressed.</p> <p>In our team meeting, we had a lot of discussion about the goals to set for students. We have heard some concerns from the third grade teachers that they had to spend too much time catching students up last year. To bring students to their targets, we are incorporating more rigorous reading selections into our day-to-day instruction to better prepare students for the summative assessment and third grade.</p> <p>We will be reading a variety of texts this year, but it is clear students require more experience with informational texts. This focus also aligns with our school goal of infusing more informational reading into the primary grades. We will use ongoing formative assessments to monitor student progress. As needed, we will adjust our teaching strategies based on the data from the formative assessments.</p>																				