Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

Exemplar SLO Planning Template

Educator Name: **BENJAMIN SMITH** **Grade/Subject:** **3RD GRADE/MATH**

Baseline & Trend Data

(Identify what information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the interval of instruction.)

Results of a district-wide universal screening tool containing 33 probes for 3rd grade assessment indicated pre-test scores ranging from one student scoring below 35% (well below average) to three students scoring above 75% (well above average.) Eleven students scored in the mid-range. Results of a collaboratively-created classroom assessment aligned to the standards confirmed the aimsweb MCAP findings.

Student Population(s)

(Identify the students included in this SLO. Include course, grade level, number of students and sub-groups.)	#IEP	#ELL
There are a total of 19 students in my 3rd grade mathematics class. One student is provided Math enrichment and three students are receiving additional pull-out Math support.	*2*	

Interval of Instruction

(Identify how much time students will have to reach their goals? A unit? A semester? The full year? Be as specific as possible.)

Realistically, these third grade students will have the full year to reach their goals, however, the pre-assessment will be given in early October and the initial post-assessment for this learning objective will be given in late February. (Students not meeting our local proficiency rate (70%), even if they have met their specific learning target, will continue to receive support and targeted interventions as these are endurance objectives that will be critical for Math success in the future.) The students will receive daily math instruction during Math RTI for 30 minutes per day and regular math instruction using the Investigations math series for 60 minutes per day.

Learning Content

(What should students know and be able to do after the interval of instruction? Identify the supporting academic concepts or skills to be taught. Include specific state or district content standards this SLO addresses.)

Students will:
1. develop an understanding of multiplication and division and strategies for multiplication and division within 100;
2. develop an understanding of fractions, especially unit fractions (fractions with numerator 1);
3. develop an understanding of the structure of rectangular arrays and of area; and
4. describe and analyze two-dimensional shapes.

Students will:
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

This SLO addresses Missouri Learning Standards 3.0A, 3.NBT, 3.NF, 3.MD and 3.G.

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Assessment

(Identify the assessment. How does the assessment provide "stretch" so that all students may demonstrate learning? Was the assessment vetted for validity and reliability? Is the assessment aligned to standards, content and skills addressed in SLO?)

aimsweb MCAP – (district-wide common assessment)

The **aims**web Mathematics Concepts and Applications (M-CAP) is a test of short duration (8-10 minutes) that assesses the general mathematics problem-solving skills expected in Grades 2-8. The test may be administered in a large or small group setting or to individual students.

M-CAP can be used by teachers and other school professionals to quickly screen and monitor mathematics progress. The mathematics domains assessed include number sense, operations, patterns and relationships, data and probability, measurement, data and statistics, geometry, and algebra.

Growth Targets

(Indicate the target post-test score for students at different levels of performance on the pre-test).

BASELINE	EXPECTED GROWTH
Well Above average (range 70-75%) - 3 students;	15%+
Above average (range 60 - 65%) - 3 students;	15%+
Average (range 50-55%) - 11 students;	15%+
Below Average (range 40-45%) - 1 student;	20%+
Well below average (range 0-35%) - 1 student.	20%+

INSTRUCTIONAL STRATEGIES:
-30 minute RTI time used for intense, individualized instruction;
- 60 minute mathematics daily will be used for whole group or small group instruction;
-Cooperative learning will be utilized to give students the opportunity to use manipulatives and to share and learn from each other;
-Student portfolios will be kept to help monitor growth and promote student progress monitoring;
- Benchmark tests will take place every 3 weeks to monitor progress;
-Authentic learning opportunities will be tied to each key concept;
-Parents will be informed of each week's mathematical focus and will be giving opportunities to participate in activities with their student

Rationale

(State how the growth targets are appropriate and rigorous- how does it address student learning needs. What baseline data informed this target? Explain how attainment of this target will help students in future grades or life.)

The learning content and growth targets are based on both state and local objectives for 3rd grade mathematics and are designed to keep students on track to be successful in high school and beyond. The growth targets set are both appropriate and rigorous based on the trend data from the prior two years utilizing the Aimsweb MCAP pre-test and post-test.

Instructional strategies were chosen based on research from Marzano and Hattie and show what strategies get educators the biggest "bang for our bucks." (highest effect size)

Scoring

Insufficient Attainment	Partial Attainment	Acceptable Attainment	Exceptional Attainment
Less than **65%** of students meet or exceed differentiated growth target	**65 – 79%** of students meet or exceed differentiated growth target	**80 – 93%** of students meet or exceed differentiated growth target	At least **94%** of students meet or exceed differentiated growth target