

Educator Name: Sped Example

Grade/Subject: 4th

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.)

This SLO is based on the results of district created pre-tests comprised of grade level passages with a focus on (RI. 4.1 and RL. 4.1) referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. The grade level created pre-assessment consisted of 8 multiple choice items and 4 constructed response items in the fall of 2014. Grade level passages were used with one short fiction passage and one short nonfiction passage. The teacher created assessment revealed that four students in the 4th grade ELA class could not access the content to read on their own to complete the test. These students in 4th grade have disabilities but are accessing part of the content of reading in the general education setting through whole group instruction but most of their instructional level reading is done within the special education classroom in small group and one on one. This SLO will focus on the reading growth for the identified students with disabilities in the 4th grade.

RI 4.1 and RL. 4.1 have shown a trend over time with students in 4th grade deficient in the ability to infer using details in the text to support specific inferences. When orally given the passages at a 4th grade instructional level, two of the four students could answer the questions orally when presented with multiple choice but needed rereads to identify text words that determined the inference.

District Priority Standards have selected inference as building –wide goal for 2014-15. Instructional level text assessments indicated 3 of the 4 students could access the same standards but at a lower reading level if the students were able to use their individual instructional reading level text.

Student Population(s)

(Identify the students included in this SLO. Include course, grade level, number of students and sub-groups.)

Two of the three students are SLD in Reading Fluency, one is SLD Basic Reading and one student with behavioral emotional concerns has lower overall academic functioning. The 2 students SLD in Reading Fluency can access reading the grade level text through listening comprehension and orally responding with 80% accuracy on the multiple choice – open constructed test. Further assessment into these specific students revealed they could answer these parallel questions when given a text on a beginning of Second grade instructional reading level using fiction but a First grade instructional level for non-fiction.

The SLD Basic reading student can answer who, what, where questions on a beginning of Second grade reading level using fictional text and could answer who, what, and when through non-fiction at a Second grade reading level.

The student with behavioral emotional concerns is performing at the end of a first grade reading level and is very dependent on picture clues and verbal prompting with persistence to task dependent on the student’s interest level and/or emotional temperature based on the happenings of the day.

| #IEP | #ELL |
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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.)

The interval of instruction is the full year, from September 15, 2014 to March 30, 2015.

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.)

All reading with comprehension relies on the reader being able to think while they read. Inferences are a requirement of reading when text is not explicitly supported with pictures. Therefore teaching this skill with a wide variety of texts gives students with disabilities a higher chance of comprehending what they read. Students need to be taught how they think when they read and be able to support their thinking, answers and inferences with words from the text.

Students will be able to read their instructional level text answering questions which demand multiple choice for inference and cite textual evidence in fiction and nonfiction and be able to answer open constructed response items for the following standards:

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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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?)

Three of the students will be given teacher created grade level assessments with fiction and nonfiction passages. These assessments were created with grade level teachers and the special education staff members to mirror state assessments needed for accountability. Each grade level in the district created mirrored assessments to be reliable and valid against the chosen standards (RI.4.1 and RL.4.1) There are pre-and post-tests for each grade. These assessments have been created with two short passages: one for fiction and one for nonfiction. Each passage is followed by 4 multiple choice questions and 2 constructed response items. (Total Assessment: 8 multiple choice and 4 constructed response).

The emotional behavioral student will have a mirrored assessment created using a texts with a 2.4 readability.

Growth Targets

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

Students reading at the second grade level will read text at the end of a second grade instructional reading level text (2.9 IRL) answering multiple choice questions in regards to inference and citing textual evidence in fiction and non-fiction.

The SLD Basic Reading student will answer who, what, where, when and why questions using inference based on details in text when reading independently on a 2.9 Instructional Reading Level.

The student with behavioral emotional concerns will read fiction and nonfiction at a 2.4 IRL answering questions through multiple choice and constructed response to draw inferences from the text supporting his thinking with textual evidence

These same students will be tested on instructional reading level and 4th grade reading level.

For the grade level text, students will take the 4th grade level reading assessment for the general education setting.

Baseline for these 4 students was in the 0-49% range with growth set at end of the year for 70% using the same mirrored assessments for 4th grade.

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.)

Tiered targets have been set for these students in hopes the students can demonstrate developmentally appropriate growth. Students with disabilities and require specialized instruction are also expected to grow but will be monitored and instructed using grade level text. The rate of improvement documented by the special education students has been projected based on the use of curriculum based measurements. This rate of growth over the last two years has documented better growth using targeted instruction with their instructional level text. The student with emotional behavioral needs has several health and attentional difficulties that impede growth and attention is based on issues that often occur outside of the school day. That student's growth rate is not expected to be as high based on the past documentation.

Students will be assessed using their grade level assessments since they are not alternate assessment eligible but will also be assessed using their instructional reading level. It is assumed that if a student can master these skills at a lower reading level, they should be able to more efficiently master them at a higher reading level as their readability increases.

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 |