

Educator Name: Ms. Spainhower

Grade/Subject: 4th Grade

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.)

Based on a grade level created pre-assessment consisting of 8 multiple choice items and 4 constructed response items in the fall of 2014, 67 % of students were unable to cite textual evidence to support inferences in literary text whereas 10 % of students when working with informational text were not proficient. As reflected in the past two years of state assessment data, 61 % of students were unable to support literary text inferences during 2012 and 65% unable to do so in 2013.

Student Population(s)

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

This SLO will address twenty-two 4th grade students. The class includes 3 students on IEPs (2 with reading disabilities and 1 for behavior) and 1 first year ELL student. These students require instructional and assessment accommodations and modifications which will be addressed working in conjunction with the Special Education Teacher and ELL instructor. Students will be exempted from the SLO for absenteeism exceeding 20% of the school year. Students who have been in the district fewer than 90 days will also be exempted.

| #IEP | #ELL |
|------|------|
| 3 | 1 |

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.)

he interval of instruction will be addressed year-long from September 3rd through April 1st during Reading, Science and Social Studies instructional time.

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.)

To be lifelong learners, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Students must be taught to use the text to support their answers, thinking, and inferences.

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

Standard 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.

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?)

This is a common grade level created assessment developed by three 4th grade level teachers and a Special Education Teacher consisting of 8 multiple choice items and 4 constructed response items. The district administrator and district test coordinator verified it is reliable and valid and addresses the standards, content and skills addressed in the SLO. This assessment is appropriate for measuring student growth because it addresses the standards that were identified as deficient. The assessment includes prerequisite skills to capture the foundational knowledge that supports the increasing complexity of the 4th grade level material and beyond, the expectation in citing textual evidence in inferential skills.

Growth Targets

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

| Baseline | Target | # of Students |
|----------|--------|---------------|
| 0-49 | 70 | 5 |
| 50-69 | 85 | 5 |
| 70-79 | 90 | 5 |
| 80-92 | 92+ | 7 |

Tiered growth targets were set based on pre-assessment performance and growth projections for the end of year assessment.

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 were set to ensure that all students will be able to demonstrate developmentally appropriate growth. Students who scored lower on the pre-assessment will be expected to demonstrate more growth in order to meet grade-level expectations.

The ability to support inferences as well as recognize the evidence others use to support their inferences is a critical thinking strategy that will be useful in life skills. Students should additionally be able to identify the types of evidence used when creating an inference to determine the validity of such evidence.

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 |