

Educator Name: Ms. Nelson

Grade/Subject: Fifth

### 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.)*

- Trend data (2011-2012-2013) of the Fifth Grade state assessment, for Science Inquiry, showed a high percentage of below basic and basic with few students at proficient/advanced level. The 2013 results of my 22 students' scores are: 7 = Below Basic; 12 = Basic; 3 = Proficient; 0 = Advanced. These results are supported by a classroom pre-test indicating 9 = Below Basic; 10 = Basic; 3 = Proficient; 0 = Advanced.
- Standard: IN.1.A.5a – Formulate testable questions and explanations (hypotheses).
- Standard: IN.1.A.5c – Conduct a fair test o answer a question

### Student Population(s)

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

The SLO covers all 22 of my Fifth Grade students enrolled in the year-long Science course that uses a block time frame (50 minutes daily); 14 boys and 8 girls – 2 (boys) have IEP's and 1 (girl) is ELL. I will provide these students with all instructional and assessment accommodations contained in their Individualized Education Plans, as well as work with the ELL teacher to develop strategies for supporting the ELL student and create an assessment that is developmentally and language appropriate.

Student growth may be an issue effected by truancy with regard to excessive absences due to out of school suspensions due to the nature of their disability.

#IEP	#ELL
2	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.)*

The interval of instruction will be the full school year from August to May 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.)*

In order to know Fifth Grade Content material in Science, students need to know how to do Scientific Inquiry.

Standard: IN.1.A.5a – Formulate testable questions and explanations (hypotheses).

Standard: IN.1.A.5c – Conduct a fair test o answer a question

### 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 assessment is a district created performance task that was created by the 5<sup>th</sup> Grade Science Teachers. The assessment consists of 10 items relating to IN.1A.5a (testable questions/hypothesis); IN.1A.5c (conduct a fair test to answer a question). To reach the needs of all students, the high fliers will “stretch” by designing and conducting a valid experiment; low fliers will be taught how to plan and conduct a simple investigation to answer a question.

### Growth Targets

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

It is expected that all my students will improve at least one performance level, such as:

Below Basic to Basic (IEP students)  
Basic to Proficient  
Proficient to Advanced

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.)*

I determined the growth targets based upon the trend data from previous grade-level assessments.

All students need to experience hands-on opportunities to comprehend the scientific principles involved for the unit of study; they need to experience to understand.

Students who scored lower will be expected to demonstrate growth with the support of prior skills and knowledge.

IEP/ELL students have access to all accommodations on their IEP in order to assist them in being successful.

By the end of Fifth Grade, students are expected to demonstrate the ability to problem solve and carry out investigations.

Scoring

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