

New York State Student Learning Objective Template

ESL Grades 3 and 4 (Pull-Out Model)

All SLOs MUST include the following basic components:

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>All 12 English Language Learners (ELLs) in Grades 3 and 4 in a pull-out model.</p> <p>These 12 students represent those students enrolled on BEDS day. Each of these students are included in this SLO. See attached rosters for individual records for each student.</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? Is there alignment to district and/or school priorities? Is there alignment to future coursework, as well as college and career readiness?</i></p> <p>Course: English as a Second Language</p> <p>Standards: New York State P-12 Common Core College and Career Readiness Anchor Standards for ELA & Literacy, <i>as they pertain to the teaching of Language Arts to Limited English Proficient/English Language Learners</i> with a focus on the following Standards:</p> <p>Reading Anchor Standards</p> <p>CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Writing Anchor Standard</p> <p>CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

	<p>Speaking and Listening Anchor Standards CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language Anchor Standard CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Additionally, because the Phase I NYSESLAT is built on the New York State Learning Standards for English as a Second Language (2004), instruction will also address the following standards:</p> <p>Standard 1: Students will listen, speak, read, and write in English for information and understanding.</p> <p>Standard 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.</p> <p>Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.</p> <p>Standard 4: Students will listen, speak, read, and write in English for classroom and social interaction.</p> <p>Standard 5: Students will demonstrate cross-cultural knowledge and understanding.</p>
<p>Interval of Instructional Time</p>	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i> September 4, 2013 – June 20, 2014</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>Baseline/Pre-Assessment: 2013 NYSESLAT (all students included in this SLO have results from the 2013 NYSESLAT assessment)</p> <p>Summative/Post-Assessment: 2014 NYSESLAT</p> <p>Students with IEPs and/or 504 plans will receive testing accommodations as appropriate. Exam security and scoring procedures will be</p>

	followed as required. Teachers with a vested interest in results will not score exams taken by their students.																			
Baseline	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period? How did students perform on the pre-assessment?</i></p> <p>Data from 2012-2013 NYSESLAT results will be used as baseline data for individual ELL students. See attached roster for individual baseline information.</p>																			
Target(s)	<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>All students will increase at least one proficiency level on the NYSESLAT as compared to their 2012-13 NYSESLAT results. (Proficiency levels are defined by the assessment as Beginning, Intermediate, Advanced, or Proficient)</p> <p>Points will be earned based on the amount of growth students demonstrate on the post assessment compared to the baseline measure. All points earned from individual student performance will be averaged to represent total points earned through this SLO.</p> <p>0 points – Students who drop in proficiency level</p> <p>1 point – Students who remain at the same proficiency level</p> <p>2 points – Students who increase one proficiency level</p> <p>3 points – Students who increase two or more proficiency levels, or who reaches the “Proficient” level on NYSESLAT.</p>																			
HEDI Scoring	<i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</i>																			
	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
2.9 – 3.0	2.7 – 2.8	2.5 – 2.6	2.4	2.3	2.2	2.1	2.0	1.9	1.8	1.7	1.6	1.4 – 1.5	1.2 – 1.3	1.0 – 1.1	.90 – .99	.80 – .89	.70 – .79	.40 – .69	.20 – .39	0 – .19

Rationale

What are the reasons for choosing this learning content, evidence and target?

All students included in this SLO are enrolled in 3rd and 4th grade classrooms. This group of students were identified as students with limited English proficiency. All students included in this SLO have 2012-13 NYSESLAT results that will be used as a baseline when setting growth targets on the 2014 NYSESLAT. The performance levels of beginning, intermediate, advanced, or proficient, as defined by the NYSESLAT, will be used as the foundation of the target setting model. I will be able to tailor the instructional program and academic goals for each student based on their starting level of performance and individual needs.

New York State’s Education Law 3204 and the federal NCLB Act require that all English language learners from kindergarten through grade 12 be assessed with NYSESLAT every year to measure their English language proficiency in listening, speaking, reading, and writing and track their annual progress toward proficiency. The NYSESLAT, used as the summative assessment, will determine students’ proficiency level at the end of grades 3-4. This summative assessment measures the New York State Learning Standards for English as a Second Language (2004), and is also a stepping stone toward measurement of the Common Core Learning Standards. This assessment will be administered during April/May 2014. The advancement from one level of proficiency to the next as evidenced in the NYSESLAT scale score indicates that ESL students are progressing at an appropriate rate in the second language acquisition process. Likewise, attainment of the “Proficient” level on the NYSESLAT suggests that the student demonstrates a thorough understanding of the English language expected at a given grade level.

NYSESLAT helps schools determine which instructional standards they must focus on to ensure their English language learners fully acquire the language proficiency that will prepare them for success in the classroom. The use of multiple data sources throughout the year will allow for rigorous and attainable goals to be set for each student. The inclusion of listening, speaking, reading, and writing skills will ensure that students are receiving a comprehensive instructional program as they work to gain proficiency with the English language. Students increasing in performance level should also become more successful with grade-level content as listed in the Learning Content component above. Progress toward these goals will be monitored throughout the course of the year and adjustments to instructional strategies will be made as necessary to continuously move students toward proficiency in all four modalities.