# New York State Student Learning Objective (SLO)

## ELA, 2nd Grade

| | All SLOs MUST include the following basic components: |
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| **Population** | This Student Learning Objective includes all 17 students in my 2nd Grade Class. These 17 students represent those present on BEDS day, October 3, 2012, are included in this SLO. The class consists of 9 males and 8 females. Two of the students in my class have IEPs. Please see full class roster for details. |
| **Learning Content** | The Learning Content for this 2nd grade class is based upon the all NYS Common Core Standards, with an emphasis on the following: **Foundational Reading Skills:** • R.F.2.3.a-f. Know and apply grade-level phonics and word analysis skills in decoding words. **Reading for Literature:** • R.L.2. 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • R.L. 2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral • R.L.2. 3. Describe how characters in a story respond to major events and challenges. • R.L.2. 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. • R.L.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action • R.L.2. 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • R.L.2. 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. • R.I.2. 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **Reading for Informational Text:** • R.I.2. 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • R.I.2. 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. • R.I.2. 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. • R.I.2. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |

- R.I.2. 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing:**
- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about , state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

**Speaking and Listening:**
- L.2. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
- S.L.2. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- S.L.2. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

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| **Interval of Instructional Time** | This Student Learning Objective will cover the full school year: 09/05/2012-06/20/2013. ELA instruction encompasses approximately 90 minutes a day, 5 days a week. |
| **Evidence** | The evidence for this SLO is based upon student scores on the regionally developed Grade 2 ELA pre-assessment and post-assessments. These assessments are based upon the CCLS and include the following: listening and reading passages; multiple choice questions; and short- response questions. The regionally developed Grade 2 ELA assessments meet the requirements for comparability and rigor (see test specifications and blueprints for details).<br><br>IEP and 504 Plans will be followed as applicable.<br><br>The administration of the pre-assessment will occur during the first two full weeks of school. The post-assessment will be administered by May 31, 2013. The post-assessments will be scored by another teacher in my school/districts following state and district protocols. |
| **Baseline** | Baseline data reviewed for each student included student scores on:  grade 1 end of the year Developmental Reading Assessment (DRA) and beginning of the grade 2 DRA scores.<br><br>Baseline data also was gathered using student scores on the regional pre-assessment. My students scored the following:<br>0-25% ----  3 students – 2 of these students also scored more than 2 years below grade level expectation on the DRA assessment<br>26-49% ---  5 students |

**Comment [SED5]:** By indicating how often the course meets and the duration of a class period the teacher and/or reviewer gain additional insight into the context in which this SLO takes place.

**Comment [SED6]:** The description of the assessment format, administration time, scoring procedures, etc. allow the teacher and/or reviewer to better understand under what conditions student performance is being measured.

**Comment [SED7]:** Indicating when the pre-assessment/baseline information was collected provides context for the teacher and/or reviewer.

**Comment [SED8]:** Multiple sources of baseline data provide a more robust picture of students' current academic ability, thus allowing for more precise targets to be set for end of the course performance. For more information about the use of historical data to establish baselines please reference the Student Learning Objective 103 Webinar.

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| | 50%+ ---     9 students<br><br>Also reference the attached roster for individual student performance on the aforementioned sources of baseline information. |
| **Target(s)** | The target for my students is based upon the district target set for all grade 2 ELA classrooms.<br><br>80% of my students will meet or exceed the following expectations:<br><br>Students who score between 0-25% on the regional pre-assessment will score 55% or above on the regional post-assessment.<br>Students who score between 26-49% on the regional pre-assessment will score 65% or above on the regional post-assessment.<br>Students who score between 50%+ on the regional pre-assessment will score 75% or above on the regional post-assessment. |

Highly Effective: 94-100% of students meet or exceed their differentiated targets for this SLO.
Effective: 80-93% of students meet or exceed their differentiated targets for this SLO.
Developing: 65-79% of students meet or exceed their differentiated targets for this SLO.
Ineffective: 64% or less of students meet or exceed their differentiated targets for this SLO.

**HEDI Scoring**

| 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 | 0 |
| 100 - 99% | 98% - 97% | 96% - 94% | 93% | 92% | 91% | 90% | 89% - 88% | 87% - 86% | 85% - 84% | 83% | 82% - 80% | 79% | 78% | 77% - 76% | 75% - 73% | 72% - 69% | 68% - 65% | 64% - 61% | 60% - 56% | 55% - 0% |

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| **Rationale** | Students were given the regionally-developed pre-assessment in September of 2012. Scores on the regionally-developed pre-assessment varied, but show evidence that all students are in range of achieving the differentiated targets as stated above. Three students have been given targets of 55% which is below proficiency. It was determined that based on their performance on not only the regional pre-assessment, but both administrations of the Developmental Reading Assessment that 55 was a rigorous and reasonable target for these students. Because these students are performing more than two years below grade level expectation, targeted interventions and extensive support will be given to students in an effort to accelerate their learning and close the achievement gap.<br><br>The Common Core Standards of emphasis in this SLO were based upon a careful analysis of the pre-assessment, DRA scores, and previous year's literacy assessment scores. By focusing on ELA CCLSS for second grade, Learner Centered Principles (as per District initiative) and differentiated instruction, students who achieve the targets listed above will therefore move on to third grade with a foundation to achieve success in third grade. |

**Comment [SED9]:** A broad overview of student baseline performance, in addition to the individual student performance, allows the teacher and reviewer additional context from which to set rigorous and reasonable targets for student performance.

**Comment [SED10]:** Although it is atypical for a target to be set below proficiency, there may be instances where this type of target is still considered to be rigorous and reasonable for the students. Evaluators should be sure to require additional justification and/or rationale for targets that are set below proficiency. The justification and/or rationale should be based on individual student academic performance patterns/trends, etc.

**Comment [SED11]:** Although it is atypical for a target to be set below proficiency, there may be instances where this type of target is still considered to be rigorous and reasonable for the students. The justification and/or rationale should be based on individual student academic performance patterns/trends, etc. and should also explain what will be done to ensure these students will receive targeted interventions to close the achievement gap