**STUDENT LEARNING OBJECTIVE EXAMPLE (*with comments*)**

|  |  |  |
| --- | --- | --- |
| **Teacher Name: Teachers 2** | **School: Example Elementary** | **Grade level: 3** |
| **Content Area: Writing** | **Course Name: N/A** | **Period: N/A** |

|  |
| --- |
| **Student Population**  |
| Total Number of Students: 28 Program Participation IEP: 0 ELL: 21 GT: 2 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_ Additional Information: (attach list) |
| **Instructional Interval**  |
| Year Semester Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

| **SLO Components** | **Description** | **Comments** |
| --- | --- | --- |
| **Student Learning Goal** | Learning Goal  | Students will write informative/explanatory paragraphs that introduce a topic, group related information, and develop and conclude their topic. | *This is a clear concise statement of intended learning that includes enough detail to full describe what students are expected to learn.* |
| Standards Reference | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.3.2) i. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a) ii. State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images) (CCSS: W.3.2)iii. Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) v. Provide a concluding statement or section.(CCSS: W.3.2d) | *The referenced standards are related to the learning goal. The full text of the standards and the reference document and number is provided.* |
| Rationale for the Learning Goal | State standards indicate that at the third grade level, students are expected to write informative/explanatory texts that introduce a topic, group related information, develop their topic, and conclude their topic. This goal is a DOK level of 3 because writing an organized paragraph requires strategic thinking and reasoning to apply internal consistency of text organization and structure. Baseline pre-assessment data indicated that 77% of students were unable to organize their writing according to the success criteria independently. | *The rationale explains why this is important for the course, relevant student data is cited and an explanation provided for why the goal has a DOK of level 3.* |
| Success Criteria | I organize my writing with:• an introduction that introduces my topic• details that support the topic• examples and explanations that support my details• a conclusion that summarizes my topic | *These success criteria read more like the parts of the writing than a description of the qualities of the writing. Considering adding more specific description of the qualities of the student product that would indicate “success.” For example, is it enough to have an introduction, or are some introductions better than others? Why?* |
| **End of Interval Measures and Scoring** | Evidence Sources (Measures or Assessments) | Students’ progress toward the learning goal will be measured with extended written assessment tasks (writing prompts) given throughout the instructional interval, and assessed with a rubric (see last page of SLO form) for organization, idea development, style, and language. Assessment prompts include:* Every season has qualities that make it unique. Tell what is your favorite season, and why.
* Music, art, gym, and technology are different specials at our school. If you got to choose a special to go to everyday, what special would you choose and why?
* Pets are a lot of responsibility. Explain why pets require a responsible owner.
* If you could go to any restaurant tonight for dinner, where would you go and why?
* Would you want to visit the moon? Why or why not?
 | *This section should describe the measures used to measure student proficiency at the end of the interval. It is unclear which of these prompts are the end of year prompts, or if the students have the entire array of choices. It is also unclear if more than one evidence source will be used.* *Three sources of evidence collected towards the end of the instructional interval should be identified.* |
| Alignment of Evidence to Learning Goal | The rubric directly assesses the success criteria to evaluate whether students have included all the necessary components of an organized paragraph, along with ideal development, style, and language usage. Writing an organized paragraph requires strategic thinking and reasoning to apply internal consistency of text organization and structure at a DOK level of 3.  | *This section explains why the writing task has a DOK of level 3.* |
| Collection and Scoring (Attach scoring guide/ rubric: | See attached. | *It is unclear how the end of year assessments will be scored (e.g., by the teacher, a team, teacher and student…). How scores for multiple evidence sources will be combined for each student’s final proficiency determination is not addressed.* |
| **Performance Targets** | Baseline Data | Baseline data sources will include writing prompt pre-assessment(s) using the prompt: What is your favorite animal and why? and: If you had to choose one food to eat every day, what would it be and why?. Each assessment will be graded with the same rubric as all other assessments during the instructional interval.  | *Only two evidence sources are described.* |
| Performance Groups | *Low Unsatisfactory*: average baseline score of 0-1 on rubric (16 students)*High Unsatisfactory*: average baseline score of 2 on rubric (2 students)*Partially Proficient*: average baseline score of 3 on rubric (9 students)*Proficient/Advanced*: average baseline score of 4-5 on rubric  | *The performance groups are well-defined, referring back to the baseline data. However, using the same descriptors to identify the performance groups as the performance levels which groups will achieve will make it difficult to understand how student performance is changing over time. Consider using low, low-medium, high-medium, and high.* |
| Performance Targets | *Low Unsatisfactory*: * 25% (4 students) will remain Low Unsatisfactory
* 75% (12 students) will achieve High Unsatisfactory

*High Unsatisfactory*: * 75% (1 students) will achieve Partially Proficient
* 25% (1 students) will achieve SLO Learning Goal

*Partially Proficient*: 100% (9 students) will achieve SLO Learning Goal*Proficient/Advanced*: 100% will achieve SLO Learning Goal | *With students who start low unsatisfactory, it is important to think about accelerated growth -- can some of these students get to at least partially proficient? If not, how long will it take to get them to proficient on the SLO Goal?* |
| Rationale for Targets | *Low Unsatisfactory*: Students beginning at the low unsatisfactory level are lacking organization, idea development, style, and language, indicating that they are not able to independently write complete sentences with correct capitalization, punctuation, and spelling that allows the reader to determine meaning. Based on the learning progression, students beginning at this level will work toward independently planning and drafting a 3-part paragraph, scoring full points on the rubric for both organization and idea development (2 points total). *High Unsatisfactory*: Students beginning at the high unsatisfactory level have scored points on the rubric for 2 out of the 4 categories that include: organization, idea development, style, and language. Based on the learning progression, this performance group will begin by planning and drafting a 3-part paragraph with a gradual release of support, and work toward deepening their understandings around grouping related ideas with a less familiar topic, and learning how to explain/support a more complex claim/opinion/topic. They will achieve points on the rubric in 3 out of the 4 categories that include: organization, idea development, style, and language.*Partially Proficient*: Students beginning at this level will work toward writing sophisticated introductions that grab the readers’ attention, and conclusions that draw conclusions, ask questions, or suggest ways readers might respond, receiving 4-5 points on the rubric.*Proficient/Advanced*: Students beginning at this level will work toward writing sophisticated introductions that grab the readers’ attention, and conclusions that draw conclusions, ask questions, or suggest ways readers might respond, receiving 4-5 points on the rubric. | *These are detailed descriptions of each beginning performance level and the work that each student performance group will need to do throughout the interval. It raises a question of the performance targets indicate that 4 students will show no progress (will remain Low Unsatisfactory). Are the targets rigorous enough for the lowest performing students?*  |
| **Progress Monitoring** | Check Points | The learning progression for students to reach the learning goal will be:* Students will plan and write an organized paragraph with teacher support (model to show three parts, sentence frames to support writing, teacher modeling) around a known topic
* Students will more independently plan and draft a 3-part paragraph around a known topic using supportive resources
* Students will deepen their understandings around grouping related ideas with a less familiar topic
* Students will learn how to explain/support a more complex claim/opinion/topic
* Students will write more sophisticated introductions that grab the readers’ attention, and conclusions that draw conclusions, ask questions, or suggest ways readers might respond

As students’ learning progresses, supports will be gradually released. | *The checkpoints convey a clear sequence of learning targets through which students will progress as they move toward the learning goal.* |
| Progress Monitoring Evidence Sources | Each checkpoint will be assessed with a prompt, evaluated with the rubric described above. Prompts will include:* Every season has qualities that make it unique. Tell what is your favorite season, and why.
* Music, art, gym, and technology are different specials at our school. If you got to choose a special to go to everyday, what special would you choose and why?
* Pets are a lot of responsibility. Explain why pets require a responsible owner.
* If you could go to any restaurant tonight for dinner, where would you go and why?
* Would you want to visit the moon? Why or why not?
 | *It may be important to clarify the characteristics of writing that will be the focus of each prompt. How will the teacher determine if students are progressing?* |
| Instructional Strategies | * Direct instruction
* Teacher modeling
* Graphic organizer
* Feedback
* Cooperative groups
 | *This description doesn’t explain how learning activity and/or instructional strategies would be different for students with different starting points.* |

|  |
| --- |
| **Rubric for Prompt Writing** |
| **TOPIC** | **2 POINTS** | **1 POINT** | **0 POINTS** | **POINT TOTAL** |
| **Organization** |  | * includes an introduction
* includes details with examples and/or explanations
* includes a conclusion
* has ideas that are in order and make sense
 | * does *not* include an introduction, details, examples and/or explanations, or a conclusion
* has ideas that are not in the best order or do not make sense
 |  |
| **Idea Development** | * stays *completely* on-topic
* has *specific, interesting* details that grab the reader
* has a *powerful conclusion*
 | * stays *mostly* on-topic
* includes details that others may already know
 | * goes off-topic
* has *very few or no* details
 |  |
| **Style** |  | * has *complete* sentences
* shows that the writer *has an interest* in the topic
* uses *different* words at the beginning of, and inside, sentences
* has *precise* words
 | * has sentences that are not complete

or sentences that go on and on* shows that the writer has *little or no* interest in the topic
* uses the *same* words for most sentences
* uses words that are *not* precise (fun, cool, sad, happy)
 |  |
| **Language** |  | * has correct capital letters
* has correct punctuation
* has almost all the words spelled correctly
 | * is missing capital letters
* is missing punctuation
* has many misspelled words
 |  |
| **TOTAL** |  |  |  |  |

5 Points: **Advanced**

4 Points: **Proficient**

3 Points: **Partially Proficient**

0-2 Points: **Beginning Understanding**