

Student Learning Objective Example

This Student Learning Objective (SLO) was developed using a template from the Wisconsin Department of Public Instruction. It demonstrates how an elementary teacher can use *Into the Book* as a tool to document improvement in their students' ability to read and comprehend text.

The data and assessments listed are fictitious. When writing your own SLO, use data and information relevant to your teaching situation.

Subject Area/Grade Level

English Language Arts/Grade 3

Baseline Data and Rationale: (Why did you choose this objective? What evidence can you provide related to your current student population's baseline abilities as it relates to this goal?)

In September, I administered *Hamilton Student Progress*, my school district's computer-based formal reading assessment, to my class of 26 third graders. For the *Reading Informational Text: Reading for Understanding* portion of the assessment, my students scored as follows:

- 3/26 students scored below 170
- 5/26 students scored between 171-185
- 3/26 students scored between 186-200
- 8/26 students scored between 201-215
- 5/26 students scored between 216-230
- 2/26 students scored over 231

Third graders in my school district scored an average of 191 on this portion of the assessment. Using this benchmark, 11 of my students scored below average when reading informational texts for understanding as their average score was below 191.

To gather more information about my students' reading abilities, my students completed *Read Together*, a district-approved reading assessment. For this evaluation, my students independently read an informational and a literary text aloud to me. Each student also had a conversation with me about the texts, which I scored so I could obtain their reading comprehension level. My students' comprehension scores when reading informational texts were as follows:

- 2/26 students scored below 20%
- 6/26 students scored between 21-40%
- 2/26 students scored between 41-60%
- 8/26 students scored between 61-80%
- 8/26 students scored between 81-100%

On average, students in my school district scored 63% on this portion of the assessment. Therefore, ten of my students scored below average on this assessment.

After analyzing the scores from both assessments, I noticed that the students that scored below 60% on *Read Together* also scored below 190 on *Hamilton Student Progress*.

One student scored 179 on *Hamilton Student Progress* and 82% on *Read Together*. Combining this information with my informal assessment of the student's reading comprehension abilities, I know that this student has average third grade reading comprehension skills.

Learning Content and Grade Level: (What appropriate standards relate to this goal?)

This Student Learning Objective will address the following Wisconsin Common Core State Standards for English Language Arts for grade three:

- 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Student Population: (Who are you going to include in this objective? Indicated in the rationale above?)

The ten students who scored below 191 on the *Reading Informational Text: Reading for Understanding* portion of *Hamilton Student Progress* and below 60% in comprehension on *Read Together* will be the student group I include in this student learning objective.

Targeted Growth: (What is your goal for student growth?)

In the past, third graders in my school district scored an average of 200 on *Hamilton Student Progress* and 80% on the comprehension portion of *Read Together* when reading informational texts. Based on the students baseline scores from September and my school district's average scores, my goal is for the target students to achieve the following scores by June of this academic year:

Hamilton Student Progress: Reading Informational Texts: Reading for Understanding

- 0/10 students will score below 170
- 0/10 students will score between 171-185
- 1/10 students will score between 186-200
- 9/10 students will score between 201-215
- 0/10 students will score between 216-230
- 0/10 students will score over 231

Read Together: Informational Texts Reading Comprehension

- 0/10 students will score below 20%
- 0/10 students will score between 21-40%
- 0/10 students will score between 41-60%
- 1/10 students will score between 61-80%
- 9/10 students will score between 81-100%

In achieving these scores, 90% of the ten target students will have obtained my school district's third grade average reading comprehension score for informational texts. Knowing my students learning abilities, I believe these scores are attainable.

Interval: (How long will you focus on this objective?)

I will focus on this goal for the 2014-2015 academic year.

Assessment/Evidence Source(s): (What assessments and/or evidence sources will you use for ongoing measurement of student progress toward your goal?)

Hamilton Student Progress is given to all third grade students three times per academic year (September, January, and May). I will evaluate all my students' progress on reading informational texts using this assessment in January, and then receive a final score in May after the third assessment to determine their learning growth over the academic year.

For the ten target students, I will also administer *Read Together* five times throughout the school year (September, November, January, March, May) to progress monitor their reading comprehension skill growth. Using both of these assessments will give me formal reading scores that represent the students' reading comprehension skills of informational texts.

In addition, I will write a weekly journal entry about my informal observations during class and while reading in small groups with the ten target students regarding the learners' reading comprehension of informational texts.

SLO Goal Statement: (*Specific, Measureable, Attainable, Results-based, and Time-bound*)

By June of this school year, 90% of the ten target students of this student learning objective will score at or above 200 on the *Reading Informational Texts: Reading for Understanding* portion of *Hamilton Student Progress* and will score at or above 80% in comprehension when reading informational texts on *Read Together*.

Instructional/Leadership Strategies and Support: (*What methods or interventions will you use to support this objective?*)

1. Collaborate with the school district reading specialist to develop reading comprehension intervention strategies for students as they read informational text
2. Have the ten target students use graphic organizers once a week to help organize their understanding when reading informational texts
3. Use the eight *Into the Book* reading strategies as the basis for my reading lessons

I will use these strategies and instruction plan with all students in my class, scaffolding the lessons to meet the different learners' needs. The ten target students will receive additional reading support from me as stated in the instruction plan below. As a class, we will focus on one strategy for two weeks, with two weeks of review during weeks nine and ten. The strategy schedule is as follows:

- Week 1: Prior Knowledge
- Week 3: Making Connections
- Week 5: Questioning
- Week 7: Visualizing
- Week 9: Review of previous strategies or revisit a strategy students struggled with
- Week 11: Inferring
- Week 13: Summarizing
- Week 15: Evaluating
- Week 17: Synthesizing
- Week 19: Strategies Together

I will complete the below instruction plan for each of the strategies.

- Day 1: I will introduce the strategy to the students by having an interactive reading aloud using a text from the *Into the Book* booklist found here: http://reading.ecb.org/teacher/pdfs/itb_CCBCBookList.pdf.
- Day 2: The students will watch the *Into the Book* student video, which can be found here: www.WIMediaLab.org (select *Into the Book*). Afterwards, the students will work as a whole class to create a poster, defining the strategy and how to do the strategy.
- Day 3: The students will read texts in small student groups, focusing on the strategy. As a whole group, the students and I will also complete an *Into the*

Book lesson about the strategy. Lesson plans can be found here:

<http://reading.ecb.org/teacher/index.html>.

- Days 4-8: I will conference one-on-one with students, having them read aloud to me and we will have a "book talk" about what they are reading. I will incorporate the *Into the Book* strategy into our conversation. Target students will conference with me first on days four and five. When students are not conferencing with me, they will complete one of the following tasks:
 - Complete an *Into the Book* online activity and share their results with me
The activities can be found here:
<http://reading.ecb.org/student/entry.html>.
 - Read independently
 - Read with a buddy
- Days 8-9: I will conference with the target students to monitor their progress with this strategy.
- Day 10: Students will complete a short journal entry about the strategy, answering questions such as *What is the strategy?* and *How do I do this strategy when I am reading?*

4. Watch *Into the Book: Behind the Lesson* and use the program's professional learning guide to dialogue with my grade level team during team meetings so we can devise new reading comprehension strategies