

## Student Learning Objective Example

This Student Learning Objective (SLO) was developed using a template from the Wisconsin Department of Public Instruction. It demonstrates how *Into the Book* can be used as a reading intervention and a tool to document improvement in reading and comprehending text for middle school students.

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

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### Subject Area/Grade Level

English Language Arts/Grade 7 Students

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### 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?)

I co-teach with a regular education teacher in a seventh grade general education classroom. In September, we collected baseline data on our students' reading abilities using both the district reading assessment and a teacher-made reading comprehension rubric. The district reading assessment is a computer-based test that assesses the students' vocabulary, reading comprehension, and knowledge about literature. The rubric is used to guide a conversation between the student and teacher and contains questions about the literal and literary meaning of the text. These questions are referred to as *About the Text*, *Within the Text*, and *Beyond the Text* questions.

Of the students in our class, eight students scored at or below 210 on the reading comprehension portion of the district reading assessment. The average score for seventh graders in our district was 217. In addition, these same students scored at or below 35% on the reading comprehension rubric's *Beyond the Text* questions. Students typically score an average of 62% on this assessment in September.

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### 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 seven:

- 7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- 7.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems in the grades 6-8 text complexity band proficiency with scaffolding as needed at the high end of the range.

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

The eight students who scored at or below 200 on the reading comprehension portion of the district reading assessment and at or below 35% on the reading comprehension rubric's *Beyond the Text* questions will be the student group included in this student learning objective.

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

By May of this academic year, the eight students included in this SLO will score at least 217 on the reading comprehension portion of the district reading assessment. The average score for students in my school district on this assessment is 220. The national average is between 213-225. In addition, the eight students will score at or above 75% on the reading comprehension rubric's *Beyond the Text* questions. Students typically score an average of 80% on this assessment in May. 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?)

The district reading assessment is given to all seventh grade students three times per academic year (September, January, and May). I will use the January assessment scores to evaluate the target students' reading comprehension progress, determining if the students' learning goals are being met or if adjustments to their academic plans are needed. Their scores on the district reading assessment in May will help determine if they met their reading comprehension learning targets.

In addition, my co-teacher and I will be reading with all of our students in small group and one-on-one settings throughout the school year. Monthly, we will assess each of the target students using the reading comprehension rubric, documenting their scores on in all three areas (*About the Text*, *Within the Text*, *Beyond the Text*), but paying special attention to their progress with the *Beyond the Text* concepts.

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

By June of this school year, 100% of the eight target students of this SLO will score at or above 217 on the reading comprehension portion of the district reading assessment and at or above 75% on the reading comprehension rubric's *Beyond the Text* questions.

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

1. Collaborate with grade level and other special education educators to develop reading comprehension intervention strategies for students as they read informational text
2. Reteach the main learning target to the students while they are in small groups
3. Have the students write in a journal twice per week reflecting on what they read and answering *Beyond the Text* question stems such as:
  - How do you think \_\_\_\_\_ felt when \_\_\_\_\_?
  - Predict what will happen next in the text.
  - Describe a character in the text. Explain how you know that.
  - What is the theme for this text? What evidence do you have to support your claim?
4. Instruct the students to use the *Into the Book* online activities

The *Into the Book* online activities will serve as additional practice to their regular reading lessons. The activities can be found here: [www.WIMediaLab.org/IntotheBook](http://www.WIMediaLab.org/IntotheBook).

The students will focus on one strategy per week, rotating through the strategies on an eight-week cycle. The cycle will be as follows:

- Week 1: Prior Knowledge
- Week 2: Making Connections
- Week 3: Questioning
- Week 4: Visualizing
- Week 5: Inferring
- Week 6: Summarizing
- Week 7: Evaluating

- Week 8: Synthesizing
- Week 9: Strategies Together
- Week 10: Student's Choice

Once the students complete a cycle, they will have the choice of revisiting a strategy of their choice during week ten, and then the cycle will repeat. This rotation will continue throughout the academic year, and the students will complete a minimum of three cycles.

For this intervention, students will first be given a ten-minute review of the strategy on the first school day of the week. Students will then be given two 30-minute time periods (typically Tuesdays and Thursdays) to complete the activity or activities associated with that strategy. During these time periods, students must first complete the activity or activities associated with the week's strategy. Once they are complete, they can choose to repeat the activity, do another online activity from a different strategy, or watch the student video from the strategy. The *Into the Book* student video can be found here: [www.WIMediaLab.org](http://www.WIMediaLab.org).