

Millard School District Model Template for Student Learning Objectives (SLOs)

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|---------------|-------------------------|
| Educator Name | Scott P. Bassett |
| School Name | Delta North Elementary |
| District Name | Millard School District |
| Date | September 8, 2015 |

Directions: The Millard School District Model SLO Template is the approved template to be used by educators as an indication of student growth for educator evaluation. This template was developed from the Utah Model SLO Template. The template should be used in tandem with the Utah SLO Development Guide to ensure that Learning Goals, Assessments, and Targets are appropriately developed.

| Course/Grade Level Information | |
|---|--|
| Course Name | <i>Fourth Grade Utah Core Standards ELA Writing Course</i> |
| Brief Course Description and Number of Students | <i>Narrative Writing for my class of 32 students</i> |
| Grade Level(s) | <i>Fourth Grade</i> |

| Process, Implementation Timeline, and Sign-Offs | |
|--|---|
| Names and current job positions of those developing this SLO | <i>Teachers: Lani Adams, Renee Anderson, Lance Atkinson, Scott Bassett, Nikki Bliss, Carol Brinkman, Karen Christensen, Kathy Kesler, Deidre Robison, Dorrie Rowley; Literacy Coach Connie Gillins; Special Educators Becky Tanner and Aliese Withers</i> |
| Administrator/Supervisor Name and Title | <i>Delna Bliss, Delta North Elementary Principal Harold Robinson, Fillmore Elementary Principal</i> |
| Administrator/Supervisor sign-off of initial SLO | <i>Delna Bliss, Delta Elementary Principal Harold Robinson, Fillmore Elementary Principal</i> |
| Date final SLO is due to determine educator effectiveness rating | <i>On or before Friday, May 20, 2016</i> |

Section 1: Establish a Learning Goal:

A Learning Goal describes what students will be able to do at the end of the course or grade based on course or grade-level Utah Core content standards and curriculum.

Students will be able to use narrative writing to retell and convey the events within an experience using logical sequence, characters, dialogue, transitional phrases, and a clear conclusion.

Section 2: Document Assessment(s) and Scoring:

Assessment(s) and Scoring: Assessments are standards-based, of high quality, and designed to best measure the knowledge and skills found in the SLO Learning Goal. Assessments should be accompanied by clear criteria or scoring rubrics to describe the level at which students have learned.

| | |
|---|--|
| Identify what proficiency looks like to meet the Learning Goal. | <i>Students will write multiple paragraphs, with a narrator and clearly introduced characters, with dialogue, description, and character responses to experiences and events. There should be an organized logical sequence of events using transitional phrases/clauses, concrete words, and sensory detail, with a clear conclusion.</i> |
| Describe the Assessment(s) (such as performance tasks and their corresponding scoring rubric(s) that measure the level of students' understanding of the Learning Goal. | <u><i>Narrative Writing Rubric</i></u> <i>Students will write a multi-paragraph narrative piece following the requirements of the rubric.</i> |
| Describe how often you will collect data to monitor student progress toward the Learning Goal. Note any formative assessments that you will use. | <i>Weekly, or more when necessary (i.e., Daily check-in with struggling students)</i> |
| Explain how you will use this | <i>Students who are struggling with writing will work in small groups and/or</i> |

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information to **differentiate instruction** for all students toward the Learning Goal (e.g., gifted and talented, ELL, special education).

Response to Intervention to address specific needs. Students will be given skills in using graphic organizers, and other tools to structure their writing. Additional support will be provided based on individual student needs. Students excelling in this concept will be encouraged to use a higher DOK including providing alternate endings (DOK 4), more detailed ideas and connections from various sources. Students could present and share their writing as a tool for improving writing, as well as speaking and listening standards.

Date: September 15, 2015

Administrator/Supervisor Approval:

Date: September 13, 2015

Educator Acknowledgement:

Section 3: Establish Targets:

Targets: Identify the expected student learning outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate. **Targets** are used to effectively project levels of proficiency toward the Learning Goal.

Identify the **baseline data** and **past performance** (e.g., courses, grades, test scores, etc.) of students to **categorize student levels** as their **starting points** prior to instruction and learning.

STARTING Points: *Baseline data was gathered using Utah Compose and initial essays written by students at the beginning of the first quarter.*

| | |
|---|---------------------|
| Low Group (Below Proficiency): | 6 or 18.75% |
| Average Group (Approaching Proficiency): | 18 or 56.25% |
| High Group (Proficient and Highly Proficient): | 8 or 25% |

Total of 32 students

Describe the **high, average, and low** expected levels of growth and **proficiency** required for students placed within the expected targeted groups.

PROFICIENCY Levels: *I have four really low performing students (ELL and SpEd) that I feel will be really hard to move to the average level. Two of the six now performing at the low range hold promise and with some intervention I believe can approach proficiency. Though only a couple of my current 18 average students are close to proficiency, I need to make the goal rigorous. Moving four students (an additional 33%) from the average group to the high group is possible and I want to shoot for that target.*

Using students' starting points, identify the **number or percentage of students expected** at each **Target** level based on available data about their performance(s). Include any appropriate subgroups.

EXPECTED Growth: *Based on the pre-assessment (baseline) data above:*

| | |
|---|--------------------|
| Low Group (Below Proficiency): | 4 or 12.5% |
| Average Group (Approaching Proficiency): | 16 or 50% |
| High Group (Proficient and Highly Proficient): | 12 or 37.5% |

Total of 32 students

Administrator/Supervisor comments.

Date

Administrator/Supervisor Approval

Date

Educator Acknowledgement

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Mid-Instructional Period Target adaptations: *This step is optional, and not necessary for the completion of an SLO.*

Adapted SLO Targets: At a conference with administrator/supervisor discuss any changes that might be needed.

If SLO **Targets** are adjusted at mid-instructional period, list **revised outcomes** for end of instructional period Learning Goal.

REVISED Targets: *Based on a mid-point review of performance:*

| | |
|---|--|
| Low Group (Below Proficiency): | |
| Average Group (Approaching Proficiency): | |
| High Group (Proficient and Highly Proficient): | |

Total of ___ students

Administrator/Supervisor comments.

Date Administrator/Supervisor Approval

Date Educator Acknowledgement

Final Target Outcomes:

Actual Outcomes for Targets: Record the actual outcomes at the end of the instructional period as assessed using the identified assessment(s) and scoring rubrics for the whole class as well as for different subgroups, as appropriate.

Record the **actual number or percentage** of students who achieved the **Targets** set in the section above at the beginning of the instructional period. Include any appropriate subgroups as noted above.

ACTUAL Outcomes: *Based on the 32 students in the 4th grade ELA Writing Course, here is the breakdown of the entering, expected and actual number of students (and percentage) performing at each of the three levels:*

| Proficiency Level: | Entering: | Expected: | Actual |
|---------------------------|---------------------|--------------------|--------------------|
| Low Group: | 6 or 18.75% | 4 or 12.5% | 5 or 14.7% |
| Average Group: | 18 or 56.25% | 16 or 50% | 13 or 38.2% |
| High Group: | 8 or 25% | 12 or 37.5% | 16 or 47.1% |

Total of 34 students

Provide any comments you wish to include about **actual Target outcomes and proficiency/growth levels** for student learning.

I have had four new students move in since the beginning of the school year. One fit easily into the High Group, two in the Average Group and the fourth student is the lowest student in my classroom. The four students I expected to be in the Low Group remained in the low group + the new student I received at mid-year. I actually had more students test out in the high group than I anticipated. Overall, I feel that I met my goal, though I did have one more in the low group than anticipated. I realize now I should have revised my goal mid-year, but I didn't. Let the chips fall as they may! It's been a great learning experience for me.

Final Section: Establish Educator Ratings: Use the table below to document the educator rating based on the established **Learning Goal, Assessment(s), and Targets**.

Educator Ratings: Educator rating results are based on the final **SLO Target** results.

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|--|---|--|--|
| <input type="checkbox"/> <u>Does Not Meet/ Not Effective (0)</u> Based on the students' starting points, students performed worse than expected. | <input type="checkbox"/> <u>Partially Meets/ Emerging/Minimally Effective (1)</u> Based on the students' starting points, students partially performed as expected. | <input type="checkbox"/> <u>Meets/ Effective (2)</u> Based on the students' starting points, students performed as expected. | <input type="checkbox"/> <u>Exceeds/ Highly Effective (3)</u> Based on the students' starting points, students performed better than expected. |
| Administrator/Supervisor comments. | | | |
| <u>Date</u> | <u>Administrator/ Supervisor Signature</u> | | |
| <u>Date</u> | <u>Educator Signature</u> (the signature does not necessarily indicate agreement with the rating) | | |