Student Learning Objective (SLO) Template

*This template should be completed while referring to the **SLO Template Checklist**.*

Teacher Name: _____ Content Area /Course(s): ___Reading___ Grade Levels: _1_ Academic Year: 2012-2013___

Baseline and Trend Data
What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

Results indicate reading level rates as assessed through benchmarks established through Fountas and Pinnell Reading Levels.

Students in our school are assessed quarterly in each of the primary grades (K-3) using reading benchmark books available through the OSU Literacy Collaborative program. Specific recommended on-grade-level reading level targets are given in the program. Our building teachers assess each student on this measure by using a running record and questioning. This performance indicates a reading comprehension level for each student. We create an information card that is placed in each student's cum folder. All of the child's teachers (presently or in the future) have access to this information.

Results of running record assessments of kindergarteners (assessed in spring of kdg. year) entering my first grade class- number of students at each level:

Below Grade Level
Pre-reading behaviors: 2
Level A: 3
_____

On Grade Level
Level B: 9
Level C: 6
_____

Above Grade Level
Level D: 2
Level J: 3
Level K: 1

A careful analysis of the running record data show that
- Students reading at below grade level expectations are struggling with meaning, structure, and visual issues when reading fiction and nonfiction text.
- Students reading on grade level expectation are struggling with meaning and structure, but perform well with using visual cues when reading.
- Students reading above grade level expectations are using structural and visual cues when reading, and have rare occurrences with meaning issues.

Student Population
Which students will be included in this SLO? Include course, grade level, and number of students.

My first grade class consists of 26 first graders.

Two students have IEPs and receive accommodations and modifications per their IEP (extended time and modification of assignments). One student identified as English Language Learners will receive support from the ELL specialist who will collaborate with the general educator to ensure that the student's needs are met.

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Interval of Instruction
What is the duration of the course that the SLO will cover? Include beginning and end dates.

September 1, 2012- April 25, 2013

Standards and Content
What content will the SLO target? To what related standards is the SLO aligned?

This SLO encompasses all areas of Ohio's newest Reading Standards for Literature, Informational Text, and Foundational Skills. For those students reading at the kdg. level, the kdg. standards will be emphasized and the student's progress monitored so that first grade reading standards are taught when the student is ready. Students reading at the grade one level will be taught on grade 1 standards. Those students reading above grade level will receive instruction on the grade two reading standards. All standards will be taught (thus they are not listed individually here) through whole class and small group instruction in order to differentiate instructional needs.

Assessment(s)
What assessment(s) will be used to measure student growth for this SLO?

The F&P Text Level Gradient™
Based on their work in Reading Recovery® and other comprehensive approaches that involved high impact interventions for struggling readers, Fountas and Pinnell match books to readers and to provide differentiated instruction through working with small groups in reading using a valuable tool—the gradient of text from level A to Z+ (The F&P Text Level Gradient™)—a tool created with teams of teachers in school districts almost thirty years ago. Fountas and Pinnell analyzed in great detail the text characteristics of fiction and nonfiction books at every level of the A to Z+ gradient to understand the demands of each level on the developing reader.
Fountas and Pinnell's products and teachings are rooted in the work of Marie Clay whose meticulous study of the complexity of the reading process, through detailed coding of thousands of readings, showed that when a text is too difficult for the child the process breaks down and the child does not develop inner control of effective actions for processing texts. When the text poses enough challenge, but not too much, the child has opportunities with effective, explicit teaching to build his network of effective problem solving actions. Fountas and Pinnell's goal is to support the child's development of self-initiating actions he will be able to apply to a range of texts of similar difficulty. With daily teaching, the teacher helps the child climb the ladder of text difficulty with success. The goal of guided reading is to bring the child to the level of complex texts appropriate for the grade, in doing so, teaching must begin with where the child is able to engage with some success, so that there is a point of contact, thereby engaging the child's development of a self-extending system for processing texts.

The *Eight Components of Guided Reading* (2010) align with the key tenets of the Common Core State Standards:
1. Complex, high level reading comprehension is the goal of guided reading instruction.
2. Guided reading centers on a sequence of high quality texts that support individual progress on a scale of spiraling text difficulty.
3. Guided reading lessons increase the volume of independent reading that students do; the goal always is confident, capable independent readers.
4. Guided reading provides explicit instruction in accurate, fluent reading.
5. Guiding reading lessons provide daily opportunities to expand academic vocabulary through reading, writing, conversation, and explicit instruction.
6. Guided reading lessons include teaching that expands students' ability to apply the concepts of print, phonological awareness, access to rich vocabulary, and accurate, fluent reading to the processing of print.
7. Guided reading lessons invite students to write about reading.
8. Guided reading lessons create engagement in and motivation for reading.

In addition, an important key feature of the Common Core State Standards is to provide students with a grade-by-grade staircase of increasing text complexity and steady growth of comprehension.

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This text level gradient process is assessed through the use of an individually administered running record using specific, consistent benchmark texts of fiction and nonfiction. An accurate running record assessment includes questioning of student comprehension followed by an analysis of miscues and student performance.

Growth Target(s)
Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Using the text gradient chart provided below, each student will be expected to demonstrate one year of reading growth. For example, incoming first graders who are reading at a level C or D in the fall, would be expected to be reading at a level J by the end of the school year. Students reading below grade level will be expected to make one year of progress, and will students who are reading above grade level.

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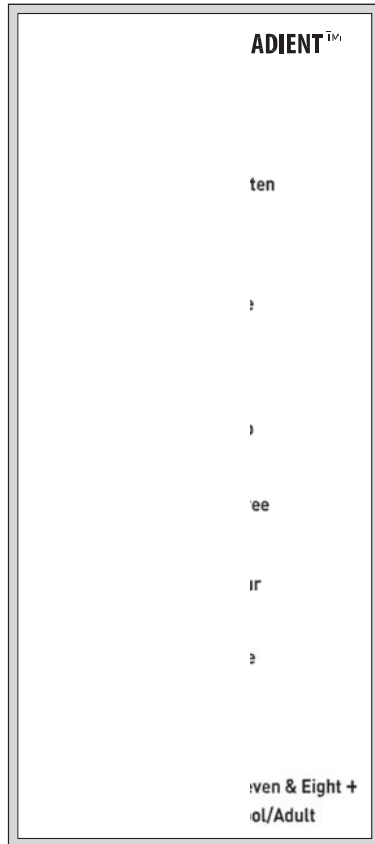
Percentage of students that met or exceeded growth target	5-level rating	Translated 3-level rating*
90-100	Most Effective (5)	Above
80-89	Above Average (4)	Met
70-79	Average (3)	Met
60-69	Approaching Average (2)	Met
59 or less	Least Effective (1)	Below

The SLO will then be scored using the following rating scale, based on guidance from the Ohio Department of Education.

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Rationale for Growth Target(s)
What is your rationale for setting the above target(s) for student growth within the interval of instruction?

Using benchmark assessments and other systematic observation, the instructional reading level of each student is determined. The teacher forms a temporary group of students that are alike enough in their development of a reading process that it makes sense to teach them together for a period of time. In selecting a text for the group, the teacher uses the level designation; thinks about the strengths, needs, and background knowledge of the group; and analyzes the individual text for opportunities to support students' successful engagement with the meaning, language, and print of the text. The teacher uses the text to help the children expand what they know how to do as readers. This instructional approach is used in my classroom. The text level gradient assessment is chosen because it is reliable, rigorous, and research-based.

Reading on grade level is a necessity. Knowing research about a child's zone of proximal development, good, effective instruction is provided at the child's level. The instructional methods, assessments, and growth targets are chosen based upon research, baseline, and trend data.

Administration and Scoring:
How will evidence be collected and scored?

Evidence of each child's reading performance will be noted on the individual running record. There is a specific training and protocol for using a running record (this requires specialized training). An individual reading card will record the child's progress. This card is stored in the cum folder. A class roster is maintained in my classroom of the children's reading levels. This will allow me to make instructional decisions.

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