

Student Learning Objective (SLO) Template

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

Principal Name: _____ Content Area /Course(s): English Composition Grade Levels: 9-12 Academic Year: 2011-2012

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 mastery/ passage rates as no student growth data exists for these students at the present time.

Students in our school consistently perform below the state average in writing. For example, in 2012, only 68% of students at our school scored Proficient or higher on the Ohio Graduation test in Writing compared to 87.5% statewide. An analysis of student writing performed by me, English teachers, and a district ELA coordinator revealed that students understand the basic tenets of grammar. They struggle, however, with adapting their writing structure and style for different writing purposes and audiences.

Results on OGT Writing Assessment- 10th graders:

2010 Results: 76% proficient or above (12% advanced, 22% accelerated, 42% proficient); 14% limited, 10% basic

2009 Results: 78% proficient or above (11% advanced, 28% accelerated, 39% proficient); 8% limited, 14% basic

Results on District Writing Quarterly Assessment administered at the end of the course (scored with same 6 point rubric as OGT)- 9th graders:

2011 Results: 5 or 6- 20%; 3 or 4- 46%; 1 or 2- 34%

2010 Results: 5 or 6- 41%; 3 or 4- 32%; 1 or 2- 27%

2009 Results: 5 or 6- 31%; 3 or 4- 22%; 1 or 2- 47%

No consistent data available for 11th or 12th graders.

Student Population

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

All 640 students on-site in grades 9-12 English courses.

Grade Level	Students Accessing the General Writing Curriculum	Students taking Honors or AP Writing or English	Students Identified with Special Needs in the Area of ELA	Students Identified as English Language Learners*	Total Students
9 th Grade	130	22	9	4	165
10 th Grade	95	28	4	5	132
11 th Grade	115	36	14	6	171
12 th Grade	130	22	16	4	172

Students with special needs in the area of ELA will receive accommodations and modifications per their IEP. Students identified as English Language Learners will receive support from the ELL specialist who will collaborate with the general educator to ensure that student needs are met.

Interval of Instruction

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

September 1, 2011- April 25, 2012

Standards and Content

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

Students will demonstrate grade-level proficiency in arguments, explanatory, and narrative writing as demonstrated district writing prompt assessments. This goal aligns with the Common Core State Standards for ELA-Literacy (W. 9-10.1, W.9-10.2, W.9-10.3, W.11-12.1, W.11-12.2, W.11-12.3). These goals also align with the Ohio Academic Content Standards in English Language Arts.

Assessment(s)

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

District-developed writing prompts are used. These prompts are from vetted assessments such as NAEP, AP exams, released OGT assessment items. All writing prompts are secure at the district-level and provided to the teachers the day before the actual writing assessment is to be administered. Students will complete one formal writing piece for each type of writing (arguments, explanatory, narrative) Students will receive an average score calculated across all three essays in each content area.

Growth Target(s)

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

<u>Student Composite Score on Pre-Assessment</u> <u>(Either a previous year summary if available or a pre-test administered</u> <u>at the beginning of the year for students without previous data)</u>	<u>Student Composite Score on Post-Assessment</u> <u>(Average score across three writing prompts)</u>
6	3 (of 5)*
5	6
3-4	5
1-2	3-4

* Students scoring a 6 on the pre-assessment will be assessed using a college-level rubric on different writing prompts. This rubric is out of 5, not 6, points.

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

Rating Scale:

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)	
60-69	Approaching Average (2)	Below
59 or less	Least Effective (1)	

Rationale for Growth Target(s)

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

Rationale for selection of content:

The Common Core State Standards emphasize a shared responsibility for students' literacy development and mastery in writing across the disciplines. By focusing on writing proficiency, students develop mutually-reinforcing skills and reach mastery of standards for writing across a range of subjects and purposes.

Our student data from standardized tests demonstrates that many students do not meet grade-level expectations in writing. Over the past four years, more than a third of our students have failed to pass the OGP examination. In particular, students struggle with changing their writing style to match the intended audience and purpose of writing. This SLO targets writing coherently for different purposes. In addition, the Common Core State Standards emphasize a shared responsibility for students' literacy development and mastery in writing across the disciplines. By focusing on writing proficiency, students will develop mutually-reinforcing skills and reach mastery of standards for writing across a range of subjects and purposes.

Our district has prioritized college- and career-readiness in its district plan. If students meet or exceed the growth targets articulated above, they will have made significant strides in becoming ready to join academia or the workforce. Students will need to be able to articulate themselves clearly and convincingly during their working lives. In addition, this SLO aligns with our School Improvement Plan, which contains goals related to writing and plans to implement research-based instructional strategies to help students become better writers.

I set these growth targets in consultation with the district ELA coordinator. These targets were informed by the average growth of students on district writing prompts across the district, although they are slightly more ambitious than the average growth. These growth targets require the lowest-performing students to show the most growth since they have the most growth to show. In addition, with some targeted instruction on writing for different purposes, even the lowest-performing students should easily be able to reach the expectations of writing prompts with a score of 3. Students who score a 6 on the pre-assessment will take a different post-assessment based upon college-level expectations to ensure that they also are showing developmentally-appropriate growth in the writing skills.

Administration and Scoring:

How will evidence be collected and scored?

The writing pieces will be administered as part of required course assignments throughout the year by the English teachers. A common scoring rubric has been developed by teams of English teachers in our district using the OGT holistic Writing rubric with modifications to address each type of writing (arguments, explanatory, and narrative). Essays will be scored using this rubric.

During the scoring process the English teachers will convene to calibrate their scoring methods. All teachers will score a random sample of 10% of all students' essays in various grade levels. After this sample of essays is scored the teachers will review the scores to ensure that their scoring methods are aligned to the rubric and are in agreement with one another. Discrepant scores will be discussed until a consensus is reached, and will involve the department chair if necessary. Next, the course/class teacher will score 75% of own students' essays, using the common rubric. The remaining 25% of the essays will be scored by another teacher in the department. Finally, department chairs will double-score a random sample of 10% of writing pieces from their department in order to ensure fidelity to the rubric. Any major scoring discrepancies will be reviewed until a consensus is reached.

The results of the English composition growth targets will be reviewed by the building SLO committee.