Student Learning Objective (SLO) Template

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

Teacher Name: Ms. Argana   Content Area and Course(s): Early Literacy   Grade Level(s): Pre-K (four-year-olds)   Academic Year: 2012-2013

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

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?

Ohio requires that all children who participated in Early Childhood Education also participate in the Get It, Got It, Go! (GGG) Assessment.   Nine of my 16 students enrolled in the three-year-old preschool class last year. In spring 2012, these students were assessed with GGG and were able to name approximately 30 pictures out of 96 cards. More than half the class demonstrated developing skills in rhyming, but most struggled with the alliteration subtest. This finding is similar to my school's trend data, which show that students recognize alliteration after they develop rhyming skills.

On the fall 2012 GGG assessment, students scored as follows:

GGG subtest (fall 2012)	Range of Scores	Average Score
Picture Naming (96 points)	15-75	35
Rhyming (48 points)	6-42	18
Alliteration (40 points)	2-30	15

In fall 2012, students also took the High/Scope *Early Literacy Skills Assessment* (ELSA). Results of the ELSA suggest that student skill levels vary with regard to concepts of print, the alphabetic principle, and reading comprehension. Observation forms indicate that 3 students already understand concepts of print. Five students can already name at least 10 letters of the alphabet. Students vary in their reading comprehension.   Scores on the assessment ranged from 4 – 19 out of 23.

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

This SLO covers all 16 students in my pre-kindergarten class. Some students have specific needs that will require accommodations, modifications, and/or differentiation in instruction and assessment.

- One student receives speech and language services for his stutter.
- Two students are English Language Learners.
- Two additional students have demonstrated strong early literacy skills and will need extra enrichment throughout the year.

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

The interval of instruction is from September 2012 through May 2013.

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

This target will focus on five early literacy skills: vocabulary, print knowledge/concepts of print, phonological awareness, the alphabetic principle, and reading comprehension. It aligns with the reading strand of Ohio Early Learning Content Standards for Reading in pre-kindergarten.

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

I will assess students using the GGG assessment. We already administer it in the fall and spring (per Ohio Department of Education requirements). The test is considered both valid and reliable and only five minutes per student to administer. The three subtests of GGG measure vocabulary and phonological awareness (specifically, alliteration and rhyming).

 The GGG assessment does not provide enough information about my students' learning in print knowledge/concepts of print, the alphabetic principle, and reading comprehension. To test these skills, I will use the High/Scope Early Literacy Skills Assessment (ELSA). This assessment is also valid and reliable and is presented in a storybook form that is appropriate for early learners. All preschool teachers in the building have been trained on this assessment. Students have already taken the assessment in fall 2012 and I will give the assessment again in April to determine student growth.

My student with a speech impediment will receive all accommodations my school's speech language therapist suggests and student's IEP requires.

My two ELL students will receive assessment accommodations and modifications based upon the suggestions of the ELL specialist. The ELSA is available in Spanish so, if appropriate, my ELL student whose primary language is Spanish may take the ELSA assessment in Spanish or English; I will consult with the ELL specialist to select the most appropriate test form given my student's needs. My other ELSA student (and, if my Spanish-speaking ELL student also takes the English form) will complete the ELSA assessment in two sittings (as recommended in the *Early Literacy Skills Assessment* (ELSA) FAQ document).

Throughout the year, I will monitor my students' progress with formative assessments. These may include using checklists to record student behaviors during instruction or short one-on-one progress checks conducted by myself or my aide.

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

Students will be expected to demonstrate the following growth on the GGG subtests and Early Literacy Skills Assessment between September and April:

Assessment	Expected Growth
Picture Naming subtest (GGG)	Increase pretest score by 20 points
Rhyming subtest(GGG)	Increase pretest score by 12 points*
Alliteration subtest (GGG)	Increase pretest score by 14 points*
ELSA	Increase pretest score by 5 points*

*Two students will not be able to meet their expected growth targets because they scored significantly higher on the pre-assessments. These students have strong early literacy and will receive differentiated reading instruction throughout the year. The growth targets for those students are:

Assessment	Expected Growth
Picture Naming (GGG)	Increase pretest score by 20 points
Rhyming (GGG)	47 or 48 points
Alliteration (GGG)	39 or 40 points
ELSA	23 points
Running record using a Step Into Reading, Step 1 book of the student's choice	Read with fewer than 5 errors

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

The expected growth was determined based upon trend data from past years. These growth expectations are slightly more rigorous than the average growth last year (18 points for picture naming, 12 points for rhyming, 12 points for alliteration, and 5 points for ELSA). These growth targets will help ensure that students are ready for kindergarten next year. In addition, both the targets and assessments are aligned with the Ohio Early Learning Content Standards for Reading.