

Student Learning Objectives Form

Teacher Name	Ms. Munoz	Date	09/23/2022
School	Redbud Middle School	Appraiser Name	Ms. Anayo
Grade	6th-8th	Subject Area	Resource Language Arts

Step 1: What is the focus for my SLO?

a. Identify the focus area of the SLO.

Close reading of complex informational texts and responding in writing using evidence from the text

b. What is the SLO skill focus statement for this content area or subject?

Students will be able to demonstrate comprehension of grade level informational texts by responding to questions in writing, using evidence from the text.

c. What led to the decision to focus on this content area and the SLO skill focus?

My students' general education Language Arts teachers noted that my students struggled to comprehend and respond in writing to on-level informational texts, based on two different Reading and Responding assessments. As a team, the general education Language Arts teachers, and myself as the Resource Language Arts teacher for grades 6-8, decided that this was the most important area of focus in order to support my students' language arts development over the course of this school year.

d. What TEKS for the content area or subject correspond to these most important skills? You may provide an enumerated list of TEKS, but be prepared to share the verbiage of the TEKS with your appraiser.

b3 The student reads grade level text with fluency and comprehension.
b4 The student reads grade appropriate texts independently.
b5 The student uses metacognitive skills to develop and deepen comprehension of increasingly complex texts
b6 The student responds to an increasingly challenging variety of sources

Step 2: What do I think my students will be able to do?

Use your knowledge of prior students' performance and end-of-year expectations for students in previous, vertically aligned courses to describe typical students in the class. A best practice is to start by describing a typical entering skill level, then, the highest entering skill level ("well above typical skill"), and the lowest entering skill level ("well below typical skill") and finally, complete the in-between levels ("above typical skill" and "below typical skill").

Initial Student Skill Profile		
SLO Skill Focus	Students will be able to demonstrate comprehension of grade level informational texts by responding to questions in writing, using evidence from the text.	
Level	Descriptors	Number of Students in this level
Well above typical skill	Students comprehend most of the content when reading grade level informational texts, but are not able to reference evidence from the text when answering questions.	0
Above typical skill	Students comprehend some to most of the content when reading grade level texts, but struggle to answer questions in writing.	2
Typical skill	Students comprehend only part or very little content when reading grade level informational texts.	12
Below typical skill	Students struggle to comprehend the content when reading grade level informational texts, but improve their comprehension when the text is read aloud to them.	6
Well below typical skill	Students not able to read grade level informational texts. Students can read below grade level informational texts, but struggle to answer questions in writing or cite evidence from the text.	4

a. Who will be included in your SLO?

When choosing your class or classes, gather informal data about your students to determine which class or classes is/are most representative of the cross-section of students that you teach.

- Elementary classroom teachers: select your entire class.
- Elementary departmentalized teachers or secondary teachers: identify the targeted class or classes (class, grade and subject).

I will include all 24 students, grades 6-8 in each of my two Resource Reading classes, 2nd period and 4th period.

b. What multiple sources of evidence/student work (both current and historical) did you use to map students to the Initial Student Skill Profile?

Results from two assessments given by their general education ELAR teacher.
 In class reading assignments.
 Read and Respond paragraph exercises in class (6 total, two from each of the first 3 weeks of school)
 5th grade STAAR ELA scores
 Students reading inventory self-assessment
 BOY student lexile levels

c. Match your current students to the descriptions in the Initial Student Skill profile.

- List the total number of students at each level in the right hand column above, and
- Record the level for each individual student on the Student Growth Tracker.
- Check here when both tasks are complete:

Step 3: What are my expectations for these students?

- a. Use information about how students mapped to the Initial Student Skill Profile to describe the expected skill sets across all five levels, that student will be expected to demonstrate at the end of the year. In other words, what are the specific skills that will describe what high, average, and low performers will be able to do at the end of the course? Complete the Targeted Student Skill Profile below

The profile should describe your expectations for what this particular group of students' performance will look like at the end of the interval. For example, the description at the middle level describes what you expect to be a typical skill level at the end of the interval.

Targeted Student Skill Profile	
SLO Skill Focus	Students will be able to demonstrate comprehension of grade level informational texts by responding to questions in writing, using evidence from the text.
Level	Expectations
Well above typical skill	Students understand all of the content when reading grade level informational texts and are able to answer questions in writing, citing evidence from the text accurately and without prompting
Above typical skill	Students understand all of the content when reading grade level informational texts and are able to answer questions in writing, citing evidence from the text most of the time without prompting
Typical skill	Students understand most of the content when reading grade level informational texts and are able to answer comprehension and reflection questions, and with prompting, are able to cite evidence from the text
Below typical skill	Students understand content from grade level informational texts, without needing read-aloud support, however, struggle to cite evidence from the text
Well below typical skill	Students able to understand content from below grade level informational texts, and are able to respond in writing, citing evidence from the text. Students able to understand parts of grade level informational texts, especially with support.

- b. Use available data on your current students (e.g., attendance, grades in relevant courses, current student work, prior testing data, etc.) along with each student's description on the Initial Student Skill Profile to establish a target for each individual student covered in the SLO. Record these targets on the Student Growth Tracker.
- c. What evidence did you use to establish a targeted skill level for each student? Include multiple data sources.

Read and Respond exercises from the 4th-6th weeks of school (six total)
 BOY ELA benchmark scores
 Reading comprehension tests using informational texts from varying grade levels
 Comprehension quizzes (2) after Read Alouds
 Citing Evidence worksheets
 Citing Evidence exit tickets

- d. What will you include in the body of evidence (BOE) that will establish students' skill levels at the end of the interval? Describe the measures to be used and how they are aligned with the skills identified in the SLO.

EOY reading comprehension test
 EOY lexile levels
 Eight Read and Respond activities in class (one per month October-May)
 Input and data from students' performance in their general education ELAR classes
 Students' "In My Opinion, this means..." short answers
 Students' "I Know Because" short answers

Step 4: How will I guide these students toward growth? (for use in discussion)

Be prepared to discuss answers to the following questions with your appraiser.

- How will you differentiate instruction for those students who are in the highest performing group as well as those who are in the lowest performing group? How will you guide all students toward reaching their targeted growth goals?
- What strategies will you use to monitor progress? How will you document your body of evidence for each student.
- Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet? Who will be members of your team and how often will you meet? How will you share notes, best practices, feedback, etc.?

Optional Notes

I plan regularly with my students' general education ELAR teachers to analyze data, make instructional recommendations and share best practices. Students who need more support, will have more one-on-one reading time with the teacher, and initially more read aloud support. Students who need less support will have more independent work time and also will be exposed to more complicated texts over the course of the year, including some above grade level texts, as appropriate.

Student Learning Objectives Review & Approval

By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.

Comments	Decision
	<input type="checkbox"/> Approved <input type="checkbox"/> Revise and Resubmit
Teacher Signature Ms. Munoz	Date 09/30/2022
Appraiser Signature Ms. Anayo	Date 09/30/2022

Revision Comments (if required)	Decision
	<input type="checkbox"/> Final Approval
Teacher Signature	Date
Appraiser Signature	Date