Student Learning Objectives Form

Teacher Name	Mr. Escalante	Date	09/15/2021
School	Maple Elementary	Appraiser Name	Ms. Frizzle
Grade	2nd	Subject Area	Math

Step 1: What is the focus for my SLO?

a. Identify the focus area of the SLO.

Solving problems using addition and subtraction

b. What is the SLO Skill Statement for this content area/subject?

Students will be able to apply addition and subtraction strategies, with justification, to generate and solve one and two step word problems.

c. What led to the decision to focus on this content area/subject and the SLO Skill Statement?

Most students come into 2nd grade with basic addition and subtraction skills but struggle with problems involving more than two digits and are not able to apply their addition and subtraction skills to solve word problems.

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.

1B, 1D, 1G, 2D, 4A, 4B, 4C, 7B

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 Statement	Students will be able to apply addition and subtraction strategies, with justification, to generate and solve one and two step word problems.	
Level	**Descriptors**	**Number of Students in this level**
Well above typical skill	Students can add and subtract 3-digit numbers with regrouping. Students can justify answers.	3
Above typical skill	Students can add 3-digit numbers with regrouping and subtract two digit numbers with regrouping. With support students can justify answers.	5
Typical skill	Students can add two-digit numbers with regrouping, and add 3-digit numbers without regrouping. Students can subtract one- and two-digit numbers without regrouping. Students have limited ability to justify answers.	8
Below typical skill	Students can add one-digit numbers with regrouping and can add two-digit numbers without regrouping. Students can subtract one-digit numbers only. Students cannot justify their answers.	3
Well below typical skill	Students can add and subtract one-digit numbers without regrouping. Students cannot justify their answers.	5

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).*

My entire 2nd grade class. (24 students)

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

1st grade math data
Addition of 1-4 digit numbers (3 different worksets)
Subtraction of 1-2 digit numbers (3 different worksets)
In class work regarding addition and subtraction
Quiz from the 3rd week of school
Formative assessments from online platform math lessons

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

i. List the total number of students at each level in the right hand column above, and

ii. Record the level for each individual student on the Student Growth Tracker.

iii. 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 Statement	Students will be able to apply addition and subtraction strategies, with justification, to generate and solve one and two step word problems.
Level	**Expectations**
Well above typical skill	Students can add and subtract 4-digit numbers with regrouping. Students and solve one and two step problems using addition and subtraction. Students can justify their answers. Without prompting, students can generate their own one and two step word problems. Students recognize the relationship between addition and multiplication.
Above typical skill	Students can add and subtract 4-digit numbers with regrouping. Students and solve one and two step problems using addition and subtraction. Students can justify their answers. Without prompting, students can generate their own one step word problems.
Typical skill	Students can add and subtract 4-digit numbers with regrouping. Students can solve one and two step problems using addition and subtraction. Students can justify their answers most of the time. With prompting students can generate their own word problems.
Below typical skill	Students can add four digit numbers with regrouping. Students can subtract 4-digit numbers without regrouping and can subtract 2-digit numbers with regrouping. Students can solve one step problems using addition and subtraction, but not two step problems. Students can justify answers some of the time. With prompting and assistance, students can generate their own word problems some of the time.
Well below typical skill	Students can add and subtract 2-digit numbers with regrouping. With prompting, and assistance, students can solve one step problems. Students cannot justify answers or generate their own word problems.

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.

Formative assessments from class
Data from online lessons
Math notebooks
Historical data on math from Kindergarten and 1st grade
Addition (without regrouping) worksets #3-6
Addition with regrouping worksets #3-6
Subtraction without regrouping worksets #3-6
Subtraction with regrouping worksets #3-6
Quiz from 6th week of school (and how it compared to the quiz from the 3rd week of school)

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 math assessment, worksets from March- mid-May, in class quizzes, math notebooks, student self-correction exercises, online math formative and summative assessments

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.

a. 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?

b. What strategies will you use to monitor progress? How will you document your body of evidence for each student?

c. Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet? How will you share notes, best practices, feedback, etc.?

Optional Notes

a. All students have access to our online math platform which differentiates the kind and number of problems on each students work sets. Assessments are adaptive so higher performing students receive more difficult questions and lower performing students receive more basic questions, until they master any given concept. In addition, all students participate in "math camp" groups weekly and receive additional support across a variety of levels. Finally, I will work hand in hand with the math intervention specialist for students who need more extensive support.
b. I will monitor progress weekly using the math dashboard, and by entering student progress on key pieces of the body of evidence in the SLO Growth Tracker.
c. We meet as a grade level team weekly to discuss student progress, plan any re-teach lessons and share techniques that have been successful with our respective students.

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
	☐ Approved ☐ Revise and Resubmit
Teacher Signature Mr. Escalante	Date 09/15/2021
Appraiser Signature	Date

Revision Comments (if required)	Decision
	☐ Final Approval
Teacher Signature	Date
Appraiser Signature	Date