

# Student Learning Objectives Form

Teacher Name	Angela Alvarez	Date	10/30/2017
School	Central Elementary	Appraiser Name	Dr. Chavez
Grade	Four	Subject Area	ELAR

## Step 1: What is the focus for my SLO?

a. Identify the content area for focus in the SLO.

Writing

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

Without prompting, students will use appropriate graphic organizers and brainstorming tools to plan and organize writing that leads to a thorough and well-sequenced first draft.

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

Students need to be able to plan and organize their writing before actually writing. This is something that will be the basis for their writing in any subject area and in any writing style throughout school. They usually struggle with it - they don't do it unless told to and when they do, it is typically very rushed. In the past, my teaching has tended to focus on the mechanics of writing (spelling, sentence structure) much more than planning and organizing, so it's a potential growth area for me as a teacher.

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.

(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:  
 (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);  
 (B) develop drafts by categorizing ideas and organizing them into paragraphs

## 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. You may wish to describe the average student (middle level or "typical") first, then, the highest performing student ("well above typical"), and the lowest performing student ("well below typical") and finally, complete the in-between levels ("above" and "below typical").

Initial Student Skill Profile		
SLO Skill Focus	Without prompting, students will use appropriate graphic organizers and brainstorming tools to plan and organize writing that leads to a thorough and well-sequenced first draft.	
Level	Descriptors	Number of Students in this level
Well above typical	With prompting, students use an appropriate organizer to capture ideas for the subject and some content of their writing, and their draft is in alignment with their prewriting, but they don't structure or organize the content of their draft prior to writing.	0
Above typical	With prompting, students use an organizer to capture ideas for the subject and minimal content of their writing, although they may choose an ineffective organizer. Their draft aligns with the subject of their prewriting, but the content of their draft is largely determined and structured while writing.	0
Typical	With prompting, students attempt to brainstorm ideas by jotting down notes as a way to determine what they will write about prior to starting a first draft, and their draft generally is in line with their limited prewriting. Content and structure aren't addressed in prewriting.	11
Below typical	With prompting, students attempt to brainstorm ideas by jotting down notes as a way to determine what they will write about prior to starting a first draft, but their actual draft doesn't align to their prewriting.	7
Well below typical	Even with prompting, students don't use an organizer or make notes that lead to a planned first draft. Students write their first draft trying to figure it out as they go.	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).

This is my whole class. This class appears to be a little less familiar and skilled with organizing than previous classes based on my placement of students in the levels of the initial profile.

b. 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: ☒

c. What student work did you use to map students to the Initial Student Skill Profile?

I had students write two first drafts in the first month of class. I used a 4-level rubric to assess their prewriting - brainstorming, planning, and organization. No student scored above a 2 on the 4-point scale for either prompt, and on the second prompt, students had the opportunity to prewrite without prompting before I gave that instruction. None of them did any prewriting.

### Step 3: What are my expectations for these students?

- a. Use information about how students mapped to the Initial Student Skill Profile to describe how, as a whole, students are expected to progress. In other words, what are your expectations for 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 students' performance at the end of the interval. For example, the description at the middle level describes what you expect of the typical student at the end of the interval.*

Targeted Student Skill Profile	
SLO Skill Focus	Without prompting, students will use appropriate graphic organizers and brainstorming tools to plan and organize writing that leads to a thorough and well-sequenced first draft.
Level	Expectations
Well above typical	Without prompting, students use an appropriate organizer to capture ideas for the subject and content of their writing. Their prewriting shows that the process led to a more refined answer, and the structure of their draft is in alignment with their prewriting, although the content may drift at times.
Above typical	Without prompting, students use an appropriate organizer to capture ideas for the subject and content of their writing, although the organizer doesn't lead to a more refined answer. The structure of their draft is in alignment with their prewriting, although the content may drift at times.
Typical	Without prompting, students use an organizer to capture ideas for the subject of their writing and some of the content. The organizer doesn't lead to a more refined answer. The structure and the content of their draft is mostly aligned to their prewriting, but drifts at times.
Below typical	Without prompting, students use an organizer to capture ideas for the subject of their writing and some of the content. The organizer doesn't lead to a more refined answer. The structure and the content of their draft frequently drifts from their prewriting.
Well below typical	Students still require some prompting to plan and organize writing, but when prompted, they use an organizer to capture ideas for the subject and minimal content of their writing. The organizer doesn't lead to a more refined answer. The structure and content of their draft is largely unaligned to their prewriting or is aligned in subject only.

- b. Use available data on your current students (e.g., attendance, grades in relevant courses, early 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.

Check here when complete: ☒

- c. What evidence will you use to 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.

I will have students respond to two different prompts on different days and grade it using a 4-level rubric. This rubric will be different from the one used at the beginning of the year, as concepts about prewriting leading to more nuanced or refined answers will figure throughout.

#### 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?
- What strategies will you use to monitor progress?
- Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet?

Optional Notes

#### 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	Date
Appraiser Signature	Date

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