

Local Achievement Target **ELA 9th Grade**

All SLOs MUST include the following basic components:

Population	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>Three sections of Grade 9 Regents level ELA (72 students). One section is the targeted-AIS section (8 of the 18 receive ELA AIS) and these students all receive AIS support from the same teacher.</p>
Learning Content	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p>Standards SL 9 – 10.3 – focus on listening comprehension. Students will be able to recognize and articulate in writing a speaker’s main point and purpose. In addition, students will be able to recognize and articulate in writing whether a speaker’s claim has sufficient evidence and reasoning to support it.</p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p>September 2012 – June 2013</p>
Evidence	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p>Baseline: 8th grade ELA results; pre-assessment exam consisting of a listening passage about the Dust Bowl from the 2002 ELA Regents exam with 5 multiple choice questions identifying main ideas, 2 short answer questions using specific examples from the passage to explain claims being made by the passage. Also, an on-demand writing prompt will assess students’ ability to use evidence to support a claim.</p> <p>Summative assessment at the end of the year: A listening passage that is a speech by B.B. King from the 2000 ELA Regents exam with 10 multiple choice questions identifying main points, 5 short answer questions requiring the use of specific examples from the passage to explain the purpose of the passage, and 1 essay question requiring the use of sufficient evidence of reasoning to support a claim.</p>

<p>Baseline</p>	<p>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</p> <p>ELA results: 7% earned a score of 1; 33% earned a score of 2; 50% earned a score of 3; 10% earned a score of 4. On the writing prompt: 20% earned a score of 1; 30% earned a score of 2; 40% earned a score of 3; 10% earned a score of 4. See class roster for detailed data.</p>																																																														
<p>Target(s)</p>	<p>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</p> <p>80% of the students who were at "1" in the baseline assessment move up to at least a "2" and students who were a "2" on the baseline move up to at least a "3."</p> <table border="1" data-bbox="380 524 1999 678"> <thead> <tr> <th colspan="5">What student progress meets expectations</th> </tr> <tr> <th>Performance Level</th> <th>End: 1</th> <th>End: 2</th> <th>End: 3</th> <th>End: 4</th> </tr> </thead> <tbody> <tr> <td>Start: 1</td> <td>NO</td> <td>YES</td> <td>YES</td> <td>YES</td> </tr> <tr> <td>Start: 2</td> <td>NO</td> <td>NO</td> <td>YES</td> <td>YES</td> </tr> </tbody> </table>	What student progress meets expectations					Performance Level	End: 1	End: 2	End: 3	End: 4	Start: 1	NO	YES	YES	YES	Start: 2	NO	NO	YES	YES																																										
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<p>HEDI Scoring</p>	<p>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</p> <p>See ranges below.</p> <table border="1" data-bbox="363 878 1999 1127"> <thead> <tr> <th colspan="3">HIGHLY EFFECTIVE</th> <th colspan="9">EFFECTIVE</th> <th colspan="5">DEVELOPING</th> <th colspan="3">INEFFECTIVE</th> </tr> <tr> <th>20</th> <th>19</th> <th>18</th> <th>17</th> <th>16</th> <th>15</th> <th>14</th> <th>13</th> <th>12</th> <th>11</th> <th>10</th> <th>9</th> <th>8</th> <th>7</th> <th>6</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> </tr> </thead> <tbody> <tr> <td>99-100%</td> <td>97-98%</td> <td>95-96%</td> <td>92-94%</td> <td>88-91%</td> <td>85-87%</td> <td>82-84%</td> <td>79-81%</td> <td>76-78%</td> <td>73-75%</td> <td>71-72%</td> <td>68-70%</td> <td>64-67%</td> <td>60-63%</td> <td>57-59%</td> <td>53-56%</td> <td>49-52%</td> <td>45-48%</td> <td>40-44%</td> <td>30-39%</td> <td><30%</td> </tr> </tbody> </table>	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	99-100%	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	30-39%	<30%
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<p>Rationale</p>	<p>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</p> <p>Looking at the track record of our lowest performing students indicates that they tend to stay low performing rather than catching up with their peers. A specific focus on the lowers performance, by me and by the AIS and resource room teachers will provide the extra support these students need.</p>																																																														