

# Student Learning Objectives Template

## Part 1: Standards and Assessments

*Part 1 must be approved by school administration before part 2 is accessible on MyPGS. The majority of time on your SLO should be spent on reviewing data to determine student needs and in determining a quality assessment that is aligned to standards with clear, replicable scoring protocols.*

### Standards

#### Success Criteria

- Provides clear explanation why content is an appropriate focus and/or area of need
- Focuses on standards-based essential understandings/skills for the course and grade level
- Represents big ideas or essential understandings/skills students need to attain for success at the next level

\*1.1: Content Area

1a: If “Other” was chosen, please specify here

Math

\*1.2: Grade Level(s) and/or Course

- |                               |                                       |                             |                              |
|-------------------------------|---------------------------------------|-----------------------------|------------------------------|
| <input type="checkbox"/> PreK | <input type="checkbox"/> 3            | <input type="checkbox"/> 7  | <input type="checkbox"/> 11  |
| <input type="checkbox"/> K    | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 8  | <input type="checkbox"/> 12  |
| <input type="checkbox"/> 1    | <input type="checkbox"/> 5            | <input type="checkbox"/> 9  | <input type="checkbox"/> 13+ |
| <input type="checkbox"/> 2    | <input type="checkbox"/> 6            | <input type="checkbox"/> 10 |                              |

\*1.3: Selected standards (copied and pasted from NVACs without abbreviating, a minimum of 2 and less than half for course are required)

**4.OA.A.3:** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

**4.OA.B.4:** Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

**4.NBT.B.5:** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

\*1.4: Why are these essential understandings/skills important to focus on, and what information on current student abilities and/or trend data informed the selection of these standards?

These standards are vital to students understanding multiplication and division. The selection of the standards came from the Common Math Assessment work our school is doing using the formative assessments on School City.

## Assessments

### Success Criteria

- The depth and complexity of the standards are present in the assessment
- Measurable and specific evidence will be used to determine progress toward the goals
- Assessment includes multiple opportunities or items to demonstrate growth toward learning targets

\*1.5: Upload Assessment Documents:

- Baseline and Culminating Assessments
- Answer Keys/Scoring Rubrics
- Standards Alignment
- Translation to 8-level Scale

\*1.6: How does your assessment address the depth and complexity of the selected standards?

This assessment aligns to the question types in the common math formative assessment on School City. The post assessment was taken from the Envision end of unit Interactive student assessment. The pre-assessment does include some prior learning from third grade to see how students are doing with prerequisite standards (which I got from the Topic 7 Curriculum Guides from WCSD C&I).

\*1.7: What measurable and specific evidence will you use to determine progress toward the goal? (formative process)

I will formatively assess using:

- Exit tickets
- Observations of students working with manipulatives and models
- Checks for understanding
- Common Math Formative Assessment on School City (given about one week prior to the SLO summative assessment so we can reteach, reinforce, and extend standards as applicable to students)

\*1.8: Anticipated start date of instruction

9/10/2020

Enter in MyPGS and click “Submit for Review” when all required fields are completed.

## Part 2: Student Population and Growth Targets

**(Note: Part 2 cannot be started until Part 1 is complete and approved)**

*To promote capturing student knowledge retention verses short term memorization of content, the Interval of Instruction is suggested to be a minimum of 4 weeks for the 2020-21 school year but can be longer to meet the needs of the students and/or depth and complexity of the standards.*

### Instructional Interval

\*2.1: Start of Instruction

9/10/2020

\*2.2: End of Instruction

11/13/2020

\*2.3: Is this a whole class SLO If no, please address in 2.7?

Yes

\*2.4: On average, how many days per week do you instruct the selected students in the content area for this SLO?

5

\*2.5: On average, how many minutes of instruction occur on a given day in the content area for this SLO?

60

### Student Population

#### Success Criteria

- Student strengths, abilities and areas of need related to selected standards are described in a culturally responsive manner
- Analysis demonstrates the teacher believes all students can show growth
- Teacher utilizes evidence of student learning from baseline data and formative process to describe abilities relative to the selected standards
- Uses data to determine student abilities and needs (e.g. test scores/performance from prior years, etc.)

2.6: Now that you have looked at evidence of student performance on the baseline assessment and other data

Most students were able to answer a third-grade multiplication problem and draw a corresponding model.

A few students did know what a factor or multiple was, but they confused the two.

Many students used repeated addition to solve for the two multiplication word problems.

I was surprised that some students did well on the area model problem-they were figuring it out based on their knowledge of areas model for multiplying within 100. The question just asked the partial products (not the actual product), so I'm not sure if the students would know how to finish the problem. It will be used as a launching point task to explore distributive property and multiplication of two digit by two digit numbers.

sources, describe the students' strengths, abilities and needs relative to the selected standards.

## 2.6a: Attachments for Student Population Data (Optional)

### Student Growth Targets

#### Success Criteria

- Uses baseline or pretest data to determine appropriate growth/proficiency target with clear explanation of how targets are determined
- Targets are realistically achievable given the timeframe and identified 8-level scale
- Targets are rigorous yet attainable, developmentally appropriate, and measurable
- Multiple sources of data used to determine growth targets for all students are identified in the SLO (qualitative and quantitative)
- Includes explanations for growth/proficiency targets that establish and differentiate expected performance for identified students
- Rationale is provided if a subgroup of students is selected for the SLO instead of a whole-class SLO

\*2.7: How did the data inform how you set growth targets for students? If you have chosen a subgroup of students on this SLO, provide a rationale for your choice and an explanation of why other students were not included.

I believe all students can get to a "high meeting" level for the standards. On previous PLC cycles, most students were able to make a lot of growth by the end of the cycle. I have noticed that this group responds well to topics where they can draw and use models/manipulatives. This unit lends itself well to that.

<b>Student</b>	<b>Baseline</b>	<b>Target</b>
<b>Ariana</b>	<b>3</b>	<b>6</b>
<b>Blane</b>	<b>1</b>	<b>5</b>
<b>Cy</b>	<b>2</b>	<b>6</b>
<b>Darius</b>	<b>4</b>	<b>7</b>
<b>Evelyn</b>	<b>2</b>	<b>6</b>
<b>Felisha</b>	<b>2</b>	<b>6</b>
<b>Gustavo</b>	<b>3</b>	<b>6</b>
<b>Hazel</b>	<b>2</b>	<b>6</b>
<b>Iris</b>	<b>2</b>	<b>6</b>
<b>Jazleen</b>	<b>1</b>	<b>5</b>
<b>Kylie</b>	<b>3</b>	<b>6</b>
<b>Lorence</b>	<b>2</b>	<b>6</b>
<b>Mei-ling</b>	<b>3</b>	<b>6</b>
<b>Nora</b>	<b>4</b>	<b>7</b>
<b>Oscar</b>	<b>1</b>	<b>5</b>
<b>Pete</b>	<b>4</b>	<b>7</b>
<b>Quinn</b>	<b>2</b>	<b>6</b>
<b>Reece</b>	<b>3</b>	<b>6</b>
<b>Stephen</b>	<b>4</b>	<b>7</b>
<b>Tyree</b>	<b>2</b>	<b>6</b>
<b>Ursula</b>	<b>2</b>	<b>6</b>
<b>Violet</b>	<b>3</b>	<b>6</b>
<b>Winona</b>	<b>4</b>	<b>7</b>

SLO Pre-Assessment

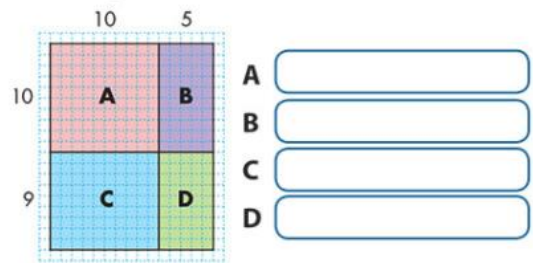
Some questions on this assessment are things you know, and some may be things you haven't learned yet. That's okay! I am just trying to understand what you do know and can do before we start our next unit. Just do your best!

<p>1. <math>3 \times 4 = \underline{\quad}</math></p>	<p>2. Draw a picture to show <math>3 \times 4</math>.</p>
<p>3. List some factors of the number 8.</p>	<p>4. List some multiples of the number 8.</p>
<p>5. <math>5 \times 617 = \underline{\quad}</math></p>	<p>6. Don works 18 hours a week. Which expression shows a good way to use rounding to estimate how many hours Don will work in 52 weeks?</p> <ul style="list-style-type: none"><li>(A) <math>10 \times 50</math></li><li>(B) <math>10 \times 60</math></li><li>(C) <math>20 \times 50</math></li><li>(D) <math>18 \times 60</math></li></ul>

SLO Pre-Assessment

7. Joe gets paid \$25 to mow the lawn. He plans on mowing the lawn 19 times before the end of summer. Write and solve an equation to find the amount of money Joe will make.

8. Lorin drew an area model to find  $19 \times 15$ . Write the partial product for each rectangle in the area model.



SLO Pre-Assessment

Question	Standard	Answer	Points
1	3.OA.C.7	12	1
2	3.OA.C.7	3x4 or 4x3 matrix or 3 rows/column of 4 objects or 4 rows/columns of 3 objects	(2 points total) 1 for using a correct model representing multiplication 1 point for the model representing 4X3 or 3X4
3	4.OA.B.4	1,2,4,8	(2 points total) 2 points for listing 2 or more factors 1 point if 2 or more multiples listed instead of factors
4	4.OA.B.4	16, 24, 32, ...	(2 points total) 2 points for listing a 2 or more multiples 1 point if 2 or more factors listed instead of multiples
5	4.NBT.B.5	3085	(2 points total) 1 point for the correct answer AND 1 point for using multiplication rather than repeated addition (Area model ok) (5x600+5x10+5x7) 1.5 points for using multiplication but making one error (Area model ok)
6	4.OA.A.3	C	2 points
7	4.NBT.B.5	475	(2 points total) 1 point for writing the equation 1 point for using multiplication to solve (Area model ok)
8	4.NBT.B.5	A 100 B 50 C 90 D 45	(2 points total)  ½ point for each correct response

	Points
1 Low Emerging	0-1
2 High Emerging	2-3
3 Low Developing	4-5
4 High Developing	6-8
5 Low Meeting	9-10
6 High Meeting	11-12
7 Low Exceeding	13-14
8 High Exceeding	15



<p>1 Martika says factors and multiples are related. Use the equation <math>6 \times 7 = 42</math> to describe the relationship between factors and multiples.</p>	<p>4 Bea's Bakery bakes 215 cookies and 45 muffins every hour. How many baked goods are baked in 4 hours?</p>
<p>2 Write 3 multiples and 3 factors for 24.</p>	<p>5 Select all the expressions that could be used to find the area of a field that is 1,235 yards long and 9 yards wide.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <math>9 \times (1,000 + 200 + 20 + 5)</math></li><li><input type="checkbox"/> <math>9 \times (1,000 + 200 + 30 + 5)</math></li><li><input type="checkbox"/> <math>(9 \times 1,000) + (9 \times 200) + (9 \times 30) + (9 \times 5)</math></li><li><input type="checkbox"/> <math>9 \times 1,235</math></li><li><input type="checkbox"/> <math>1,235 + 9</math></li></ul>
<p>3 Javier says all odd numbers greater than 2 and less than 20 are prime. Find an odd number greater than 2 and less than 20 that is <b>NOT</b> prime. Explain why the number is not prime.</p>	<p>6 There are 21 rows of seats. Each row has 42 seats. Use rounding to estimate the total number of seats.</p>
<p>7 Joe gets paid \$25 to mow the lawn. He plans on mowing the lawn 19 times before the end of summer. Write and solve an equation to find the amount of money Joe will make.</p>	

Question	Standard	Answer	Points
1	4.OA.B.4	6 and 7 are factors of 42  42 is multiple of 6 and 7	(2 points total) 1 point for correctly identifying 6 and or 7 as a factor of 42 AND 1 point for identifying 42 as a multiple of 6 or 7 1 point for misuse of vocabulary but right idea (switching factor and multiple definitions)
2	4.OA.B.4	various	(2 points total) 1 point for correctly identifying 3 factors AND 1 point for identifying 3 multiples  1 point for misuse of vocabulary but right idea (switching factor and multiple definitions)
3	4.OA.B.4	9 or 15 Not prime bc there are factors besides on and itself (3 for 9 and 3&5 for 15)	(3 points total) 1 point for identifying 9 or 15 1 point for explanation using factors 1 point for explanation using the word "factor" or "multiple" correctly
4	4.OA.A.3 4.NBT.B.5	4(215+45)	(3 points total) One for the correct answer AND Two for 4(215+45) either (4)(215)+4(45) or 4(260)  One point if student multiplied 4 by 215 or 45 but did not add together.
5	4.NBT.B.5	Middle three options only (NOT first and last)	(2 points total) 1 point for identifying one or two of the three options, two points for identifying all three  0 points if last option was selected
6	4.OA.A.3	20 x 40=800	1 point  Also 1 point for actually multiplying as it's technically the correct answer (we will continue working on mental math strategies and estimation in class all year)
7	4.NBT.B.5:	475	(2 points total) 1 point for writing the equation and solving using the standard algorithm OR 1 point for using the area model  AND one point for the correct answer.

	Points
1 Low Emerging	0-1
2 High Emerging	2-3
3 Low Developing	4-5
4 High Developing	6-8
5 Low Meeting	9-10
6 High Meeting	11-12
7 Low Exceeding	13-14

8 High Exceeding	15
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