

## Student Learning Objective: 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.)

Possible Sentence Stems and Examples for Text Box 2.6-*Now that you have looked at evidence of student performance on the baseline assessment and other data sources, describe the students' strengths, abilities and needs relative to the selected standards.*

Possible Data Source	Possible Sentence Stem(s)	Narrative Example for Text Box 2.6
Baseline Data	"Based on the baseline assessment, the majority of my class does well with <u>(skill or feature of selected standard/s)</u> but are still developing their knowledge in <u>(skill or feature of the standard/s)</u> ."	"Based on the baseline assessment, the majority of my class is able to interpret simple data from a map but are still learning how to analyze that data in order to describe patterns of Earth's features."
Formative Data	"Formative data <u>(insert data source)</u> confirms that some of my class does well with <u>(skill or feature of selected standard/s)</u> but are still developing their knowledge in <u>(skill or feature of the standard/s)</u> ."	"Formative data from exit tickets confirms that only some of my class is able to determine theme from a story but the majority of my class is still learning how to determine theme from a poem and/or drama."
MAP Data	"According to <u>(MAP data point)</u> , <u>(Group of students)</u> have demonstrated knowledge in <u>(skill or feature of selected standard/s)</u> which is a key step for <u>(standard/s)</u> . These students also do well with <u>(skill or feature of selected standard/s)</u> which will help them with <u>(standard/s)</u> ."	"According to their Vocabulary RIT range of 141-150, Nancy, Sara, Sundae, and Yvette have demonstrated some knowledge in using context clues to determine unknown words which is a foundational step for RI 3.1 but need help with transferring those new words/terms to text features or other text supports which is a key step for RI 3.5".
Language Assessment	" <u>(Sample)</u> indicate <u>(group of students)</u> are <u>(level of performance)</u> based on the <u>(name of EL rubric/assessment)</u> . These students are doing well with <u>(characteristic of performance level)</u> but are still working on <u>(characteristic of performance level)</u> . These students may need extra support with <u>(selected standard/s)</u> because the standard asks students to <u>(skill or feature of selected standard/s)</u> and these students are still developing those skills."	"Writing samples indicate Mike, Cristal, and Marissa are emerging writers based on the EL Writing rubric. All 3 students use repetitive sentence patterns and their ideas within their writing are often copied from the text. These students may need extra support with standard W4.2b because the standard asks students to use details from the text to strengthen their ideas and Mike, Cristal, and Marissa are still learning how to state their own ideas about the text."

Unit Test	<p>“Most of my students are still learning how to <u>(skill or feature of selected standard/s)</u> which is a necessary skill for <u>(selected standard/s)</u>. Some students confuse <u>(skill or feature of selected standard/s)</u> which effects their ability to <u>(skill or feature of selected standard/s)</u> however all students have a clear understanding of <u>(skill or feature of selected standard/s)</u> which is a key component for <u>(selected standard/s)</u>.”</p>	<p>“Most of my students are still learning how to properly graph on a coordinate plane which is a necessary skill for 8.G.A.3 and 8. G.A.4. Some students confuse the terms translation, dilation, rotation, and reflection which effects their ability to graph properly however all students have a clear understanding of what congruent means which is a key component for 8.G.A.2.”</p>
-----------	--	--

<b>Non-Example for Text Box 2.6</b>	<b>Rationale</b>
<p>“I have 28 students in my class, 17 boys and 11 girls. Of my 28 students, I have 15 EL students and 5 IEPs.”</p>	<p>Class demographics is not necessary. Once you have selected your students for your SLO, your student data sheet will list all of your students’ names and ID numbers, which is the only demographic information needed. Any information listed about students has be connected back to the selected standards. Unless the demographic information impacts your students’ ability to learn the selected standards, you do not need to include it. Additionally, when speaking about students, it is good practice to use “student first” language.</p>
<p>“Most of my students come from low income housing and qualify for FRL.”</p>	<p>Again, any information included in this portion of the SLO needs to be connected to the selected standards. Generally speaking, a student’s socio-economic status does not impede on their ability to learn content and therefore is not a data point that you need to include.</p>
<p>“Student A is on an IEP and sometimes struggles with appropriate classroom behavior”</p>	<p>If including IEP information as a data point, the selected standards and IEP goals need to be connected. Simply stating a student is on an IEP is not a reasonable data point. However, if the selected standards are aligned to the goal(s) of the student’s IEP, you can state something similar to, “Per baseline data and his IEP goals, Student A is working on providing details and facts to support his ideas within writing”. If including behavior data, the behavior data needs to be specific and clarify how this data point impacts the student(s) learning the selected standards.</p>
<p>“This group of students all received an A last semester.”</p>	<p>Depending on your grading system, grades from previous course work may not speak to your students’ current level of understanding of the selected standards for your SLO. If the students’ grades reflect a standards-based grading system, then you may be able to connect the students’ grade(s) to their needs and abilities within the selected standard. Otherwise, you do not need to include this data point as it does not connect to the selected standards.</p>