

# 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

English Language Arts

\*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 type="checkbox"/> 4            | <input type="checkbox"/> 8  | <input type="checkbox"/> 12  |
| <input type="checkbox"/> 1    | <input checked="" 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)

CCSS.ELA-Literacy.L.5.5a: Interpret figurative language, including similes and metaphors, in context.  
CCSS.ELA-Literacy.L.5.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.  
CCSS.ELA-Literacy.L.5.5a: Interpret figurative language, including similes and metaphors, in context.  
CCSS.ELA-Literacy.L.5.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.  
CCSS.ELA-Literacy.L.5.5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

\*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?

In the fifth- grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in the analysis of figurative language and its meaning. The selected standards are two standards that are very targeted towards the interpretation, recognition and explanation of figurative language in a piece of writing. There is a blending of reading, writing and language - which is a common thread throughout the process. This content is essential in that a deeper understanding of figurative language is necessary for students to become more college and career ready by learning other ways to use the English language to convey meaning effectively, especially with the necessity of communication in a job or even in everyday conversation. Our student demographic is largely Spanish speaking which can make understanding figurative language in the English language very difficult. By providing students with direct instruction in this area with a variety of instructional strategies, students will be more successful in understanding the English language as a whole. For this, students must understand and appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words. MAP data, STAR testing data, and SBAC data support the need for my EL students to work on figurative language in order to give them more access to complex text read in this grade and in future grades.

## 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?

The selected teacher assessment aligns with the selected standards, as all deal with concepts related to figurative language, specifically idioms, similes, metaphors, and adages/proverbs. The same assessment will be used as both the baseline and culminating assessment.

This assessment was designed to include multiple items in a variety of ways to capture the overall understanding and depth of knowledge for each student. The assessment includes multiple-choice items, constructed-response items, and a performance task that increase in depth of knowledge from beginning to end. Fifth grade students are expected to demonstrate grade-appropriate proficiency in the analysis of figurative language and its meaning. The selected standards are focused in that there are only two standards selected and they are targeted in the assessment by focusing only on the interpretation, recognition and explanation of figurative language.

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

The selected teacher assessment aligns with the selected standards, as all deal with concepts related to figurative language, specifically idioms, similes, metaphors, and adages/proverbs. The same assessment will be used as both the baseline and culminating assessment.

This assessment was designed to include multiple items in a variety of ways to capture the overall understanding and depth of knowledge for each student. The assessment includes multiple-choice items, constructed-response items, and a performance task that increase in depth of knowledge from beginning to end. Fifth grade students are expected to demonstrate grade-appropriate proficiency in the analysis of figurative language and its meaning. The selected standards are focused in that there are only two standards selected and they are targeted in the assessment by focusing only on the interpretation, recognition and explanation of figurative language.

\*1.8: Anticipated start date of instruction

Click here to enter a date.

**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)**

### Instructional Interval

\*2.1: Start of Instruction

11/6/2017

\*2.2: End of Instruction

12/20/2017

\*2.3: Is this Interval of Instruction a minimum of six weeks of school (not including holiday breaks and completed by the evaluation deadline)?

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?

30

### 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

There are 30 students enrolled in my class everyday with every student participating fully in ELA instruction. All students receive 3 hours of ELA instruction each day whether it is small group, whole class instruction, guided reading or inclusive EL support. I have ten EL students that receive 90 minutes a week of inclusive, direct, small group support during the ELA block time.

Abilities/Baseline Data: Students performed, based on baseline assessment, anywhere from Basic Emergence on Standards (1) to Meeting Standards (5) according to the 8-point grading scale.

**Group A:** 2 out of 30 students scored a 1 out of 8 at the Basic Emergence on Standards on the rubric. These students were able to recognize meaning in context with half of the multiple choice questions but struggled in identifying meaning with picture support (DOK 1), classifying examples of figurative language (DOK 2) and applying knowledge to new skills (higher DOK 3 and 4 questions). Both students are English learners.

**Group B:** 10 out of 30 students scored a 2 out of 8 at the Developing Standards on rubric. These students were more capable in identifying meaning through pictorial representation (DOK 1), recognizing meaning in context (DOK 2), but struggled with classifying figurative language and demonstrating increased understanding of proverbs in higher DOK questions through writing. 5 students are English learners.

**Group C:** 8 out of 30 students scored a 3 out of 8 at the Approaching Standards level in the rubric. Students are similar to Group B but have a higher identification rate with pictorial representations of figurative language. Students struggled mostly on higher DOK written responses with applying understanding and classifying figurative language based on its name (DOK 2). One student in this group is an English learner and one is identified GT.

**Group D:** 7 out of 30 students scored a 4 out of 8 at the Approaching Mastery of Standards on the rubric. These students could complete most of DOK1 and DOK 2 questions and only had difficulty classifying and applying understanding of figurative language in the DOK 3 and DOK 4 writing pieces. One English learner had difficulty with identifying the meaning through pictorial representation (DOK 1).

**Group E:** 2 out of 30 students scored a 5 out of 8 at the Meets Standards on the rubric. These students had difficulty in adding supporting evidence and stating a clear claim of meaning when completing DOK 3 and DOK 4 written responses.

**Sources of Data:** Data shows, as provided by STAR Reading Tests and Instructional Planning that 4 out of 30 students read below the 10th percentile (3.1 - 3.3 Grade Level). 9 out of 30 students are reading at or below the 25th percentile (3.3 - 4.1 Grade Level). 5 out of 30 students are at the 25<sup>th</sup> percentile up to grade level or the 50<sup>th</sup> percentile (4.1 - 5.2 Grade level). 11 out of 30 students are at grade level or above (5.2 - 8.7 Grade Level).

**Needs:** Star Instructional reports and plans support that at all levels of students need instruction in “Recognize and explain the meanings of idioms (e.g., save your breath) and other figures of speech including those that use personification (e.g., howling wind, the house groaned) in grade-appropriate texts” and “Determine the meaning of figurative language (e.g., metaphors, similes, exaggeration) used in literary texts”. (Star Instructional Planning Report 10/17/17)

Therefore, based on most recent tests, exams and pre-assessments, students struggle with figurative language and it affects their comprehension of any text.

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

\*2.7: How did the data inform your choice in growth targets and target levels for students?



#### Group A:

All students in this group will have a growth target of 4 and reach Approaching Mastery of Standards. Students all scored low in all DOK leveled questions and have the ability to show growth in both DOK 1 and DOK 2 questioning. Students in this group scored low on DOK 3 and 4 written responses as well and with specific prompting and support during instruction will show more claims and evidence when applying knowledge of proverbs. Students are also EL learners and will receive additional instruction from support staff.

#### Group B:

All but 2 students in this group will have a growth target of 4 and will reach Approaching Mastery of Standards in the rubric. This is justified because all students have room for growth in DOK 1 and 2 leveled questions which will raise them 1 on the rubric. Then when students use more evidence and show a greater understanding of proverbs in the higher DOK 3 and 4 written responses they can move another point on the rubric.

Two students will have a growth target of 3. This is justified by English reading levels and the ability to read large amounts of English text. These students read below the 10<sup>th</sup> percentile and struggle with comprehending instructions, writing and making coherent claims to support their arguments, and reading stamina.

#### Group C:

These students will have a growth target of 5 and reach Meeting Standards on the rubric. These students already have a strong basis in DOK 1 and 2 questions and have little room to grow in those levels except for the classifying questions. These students, however, scored very low on both DOK 3 and 4 written responses. With instruction focused on written prompts, responding with evidence and creating a strong understanding of the proverbs they will show their required growth.

#### Group D:

These students will have a growth target of 5 and reach Meeting Standards on the rubric. These students already have a strong basis in DOK 1 and 2 questions and have little room to grow in those levels. This group, however, scored very low on both DOK 3 and 4 written responses. With instruction focused on written prompts, responding with evidence and creating a strong understanding of the proverbs they will show required growth.

However, two students in this group will have a growth target of 4 due to their actual understanding of topics and questioning after the test. The EL teacher asked follow up questions about knowledge of figurative language and asked them to classify based on examples. Neither could do it successfully so the test was correct guessing. Both students said they guessed multiple times on pre-test and did not really understand what they were doing.

#### Group E:

These students will have a growth target of 6 and will reach Highly Meets Standards on the rubric. These students have room for growth on both DOK 3 and 4 with adding more clear claims and 4 to 5 examples of clear and focused evidence. With instruction focused on written prompts, responding with evidence and creating a strong understanding of the proverbs they will show required growth.



Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Read each sentence and circle the appropriate picture. (DOK 1)

1. The man was angry like a grizzly bear. Circle the picture that demonstrates the meaning of the simile.

L.5.5.a



2. Fred was as cold as an ice cream cone. Circle the picture that demonstrates the meaning of the simile. L.5.5.a

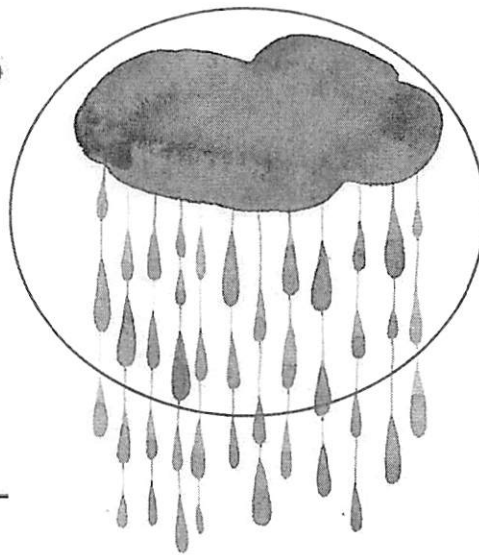


© Can Stock Photo - csp13715153

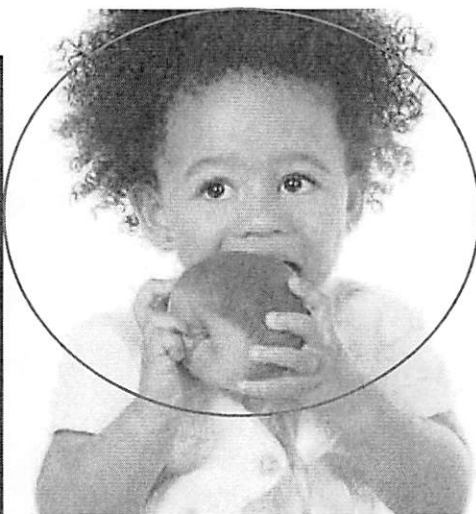
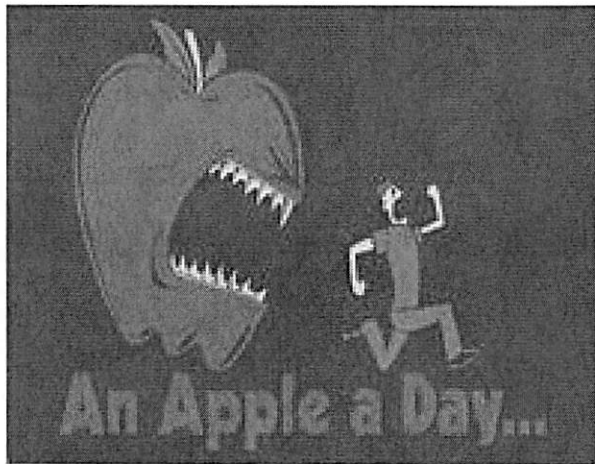
3. Fred was an ice cream cone waiting for the bus. Circle the picture that demonstrates the meaning of the metaphor. **L.5.5.a**



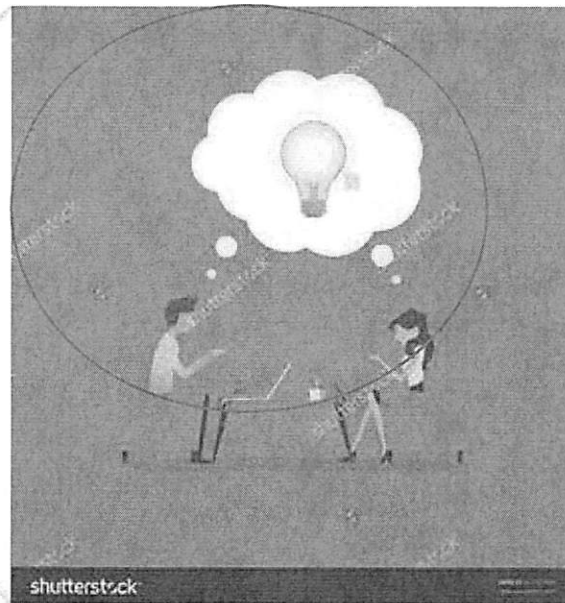
4. It is raining cats and dogs. Circle the picture that demonstrates the intended meaning of the idiom. **L.5.5.B**



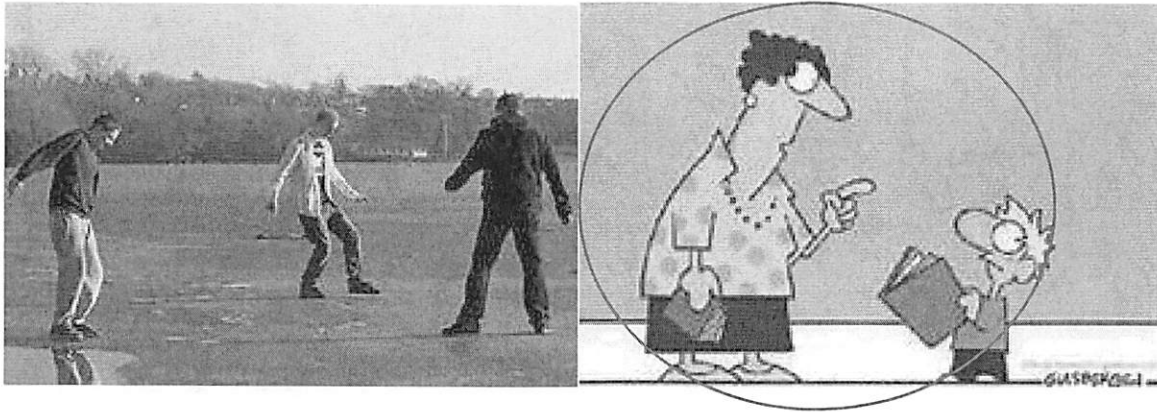
5. "An apple a day keeps the doctor away." Which picture best demonstrates the meaning of proverb? L.5.5.b



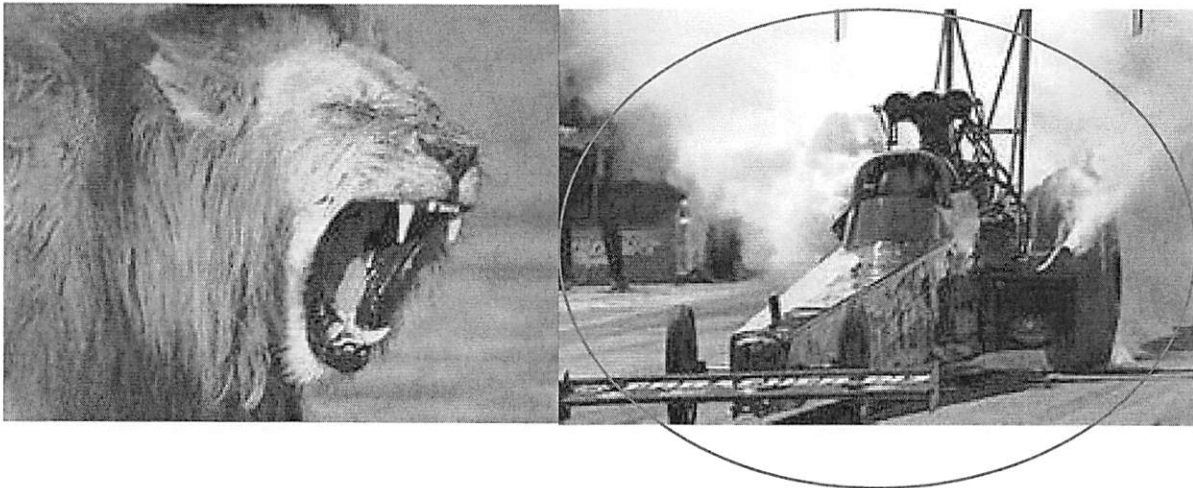
6. "Two heads are better than one." Which picture best demonstrates the meaning of the adage? L.5.5.b



7. "You are Skating on thin ice." Which picture demonstrates the intended meaning of the idiom? L.5.5.b



8. "The car's engine was a lion's roar." Which picture demonstrates the intended meaning of the metaphor? L.5.5.a



Classify the following examples of figurative language. Mark “S” for simile, “M” for metaphor, “I” for idiom, “PA” for proverb or adage. (DOK 2) **L.5.5.a L.5.5.b**

- I            “You’re skating on thin ice.”
- M            “He was a chicken for not riding the rollercoaster.”
- S            “He was as tall as a giraffe.”
- PA          “Don’t count your chickens before they are hatched.”

Circle the best response that demonstrates the intended meaning of the given figurative language.

1. “The ripe tomatoes were red balloons on the vine.” What does the metaphor say about the tomatoes? **L.5.5.a**
  - A. The tomatoes were floating in the air.
  - B. The tomatoes were red, big, and firm.
  - C. The tomatoes were full of air.
  - D. The tomatoes were actual red balloons.
2. “My little dog is sweet like honey.” What does this simile say about the dog? **L.5.5.a**
  - A. The dog tastes like honey.
  - B. The dog is sticky.
  - C. The dog acts nice.
  - D. The dog is the color of honey.
3. “Time sure flies when you’re having fun!” What is this idiom trying to say? **L.5.5.b**
  - A. A clock is flying in the air.
  - B. It is fun to fly.
  - C. When you’re having fun time passes quickly.
  - D. There are flies on the clock.
4. When Joe stopped stealing from his mother and started stealing from stores, he jumped out of the frying pan and into the fire.

What does the proverb OUT OF THE FRYING PAN AND INTO THE FIRE mean? **L.5.5.b**

- A. to get out of one bad place and into a worse one
- B. to find something that one enjoys doing daily
- C. to learn how to improve upon one's special skills
- D. to do something today instead of waiting around

(Dok 3)

Using the picture elaborate on the reason this proverb is true. L.5.5.b

“A picture is worth a thousand words.”



DOK 3 Rubric and sample



1 Writing demonstrates no understanding of the proverb. No attempt is made to explain what the proverb means	2 Writing demonstrates little understanding of the proverb. Little attempt is made to explain what the proverb means. A claim may be attempted and one example of evidence is present.	3 Writing demonstrates increased understanding of the proverb. There is an increased explanation of the proverb. A claim is present with 2 to 3 examples of evidence is present.	4 Writing demonstrates some understanding of the proverb. A claim roughly proving the proverb is true is present. 2 to 3 examples of focused evidence is present.	5 Writing demonstrates an understanding of the proverb. An adequate claim stating the proverb is true is present. 4 to 5 examples of focused evidence is present.	6 Writing demonstrates an understanding of the proverb. A clear claim stating the proverb is true is present. 4 to 5 examples of clear and focused evidence is present.	7 Writing demonstrates a strong understanding of the proverb. A clear engaging focused claim stating the proverb is true is present. 4 to 5 examples of clear, focused, and descriptive evidence is present.	8 Writing demonstrates a strong understanding of the proverb. A clear engaging focused claim stating the proverb is true is present. 4 to 5 examples of clear, focused, and descriptive evidence is present. There are no grammatical errors present
---	---	---	--	--	--	---	---

Sample response: This sample ranks at a 7.

The proverb, "A picture is worth a thousand words." Is proven true when analyzing the photo of the busy city. It would take at the very least one thousand words to describe everything that is happening in the picture. First, in the foreground alone there is so much to discuss. For example people are rushing across the busy street quickly. I can tell they are rushing by the large steps they are taking and the people must be busy because they did not use the crosswalk. Second, right in the middle of the picture and along the sides the picture is packed with cars, delivery trucks, and taxis. Furthermore these cars are all moving slowly in the same direction in a six lane street. Third, above the street we see how the buildings are packed in tighter than the cars. Also, the buildings are decorated with modern and historic architecture while being adorned with neon advertising lights. My description has barely begun to tap the true nature of the proverb and its relation to the picture. It will take at least one thousand words to do this picture justice.

## DOK 4 L.5.5.b

### EARLY BIRD, by Shel Silverstien

Oh, if you're a bird, be an early bird

And catch the worm for your breakfast plate.

If you're a bird, be an early early bird—

But if you're a worm, sleep late.

Create a poem, short story, or personal narrative to show your understanding of the connection between the above poem and the proverb "The early bird gets the worm."

### DOK 4 Rubric and sample

1 Writing demonstrates no understanding of the proverb. No attempt is made to show what the proverb means.	2 Writing demonstrates little understanding of the proverb. Little attempt is made to show what the proverb means.	3 Writing demonstrates emerging understanding of the proverb. There is some evidence showing an understanding of the proverb.	4 Writing demonstrates a developing understanding of the proverb. There is some coherent evidence showing an understanding of the proverb.	5 Writing demonstrates an increased developing understanding of the proverb. There are 4 to 5 sentences beginning to show coherence and an understanding of the proverb.	6 Writing demonstrates an expanding understanding of the proverb. There are 4 to 5 coherent sentences showing an understanding of the proverb.	7 Writing demonstrates a strong understanding of the proverb. There are 5 or more focused coherent sentences showing an expanding understanding of the proverb.	8 Writing demonstrates a compelling understanding of the proverb. There are 5 or more focused coherent <u>sentence</u> s showing an expanding understanding of the proverb. There are no grammar or punctuation errors.
---	---	--	---	---	---	--	--

		32 Possible Points	8-Point Conversion	Dok
Exceeding Standards	Highly Exceeds Standards	30-32	8	Dok 4
Exceeding Standards	Exceeds Standards	28-29	7	Dok 4
Meeting Standards	Highly Meets Standards	26-27	6	Dok 3/4
Meeting Standards	Meets Standards	24-25	5	Dok 3
Approaching Standards	Approaching Mastery of Standards	20-23	4	Dok 3
Approaching Standards	Approaching Standards	16-19	3	Dok 2
Emerging Standards	Developing Standards	12-15	2	Dok 2
Emerging Standards	Basic Emergence on Standards	8-11	1	Dok 1

Student Name	Baseline Level	Baseline Max	Culminating Target	Culminating Max
A	1	8	4	8
B	2	8	4	8
C	4	8	5	8
D	2	8	3	8
E	2	8	4	8
F	2	8	4	8
G	3	8	5	8
H	3	8	5	8
I	3	8	5	8
J	4	8	5	8
K	2	8	4	8
L	2	8	4	8
M	4	8	5	8
N	3	8	5	8
O	5	8	6	8
P	2	8	4	8
Q	1	8	4	8
R	2	8	3	8
S	3	8	5	8
T	5	8	6	8
U	4	8	5	8
V	4	8	5	8
W	2	8	4	8
X	4	8	5	8
Y	4	8	5	8
X	2	8	4	8
AA	3	8	5	8
BB	4	8	5	8
CC	3	8	5	8