

Student Learning Objective Template

Date: October 4, 2013

Teacher Name: Ellie Educator

Position: Grade 1 teacher

Subject/Grade/Course Number: Grade 1 Mathematics -Interval of Instruction: 9/9/12 to 6/6/13 (160 days)

Needs Assessment and Student Population

What do you know from the data about your students' needs and strengths? How does this SLO address a need for included students?

At the end of kindergarten, teachers assessed student performance on the kindergarten mathematics standards. A review of the data with the kindergarten teacher shows that 16 of my students are entering first grade with the necessary prerequisite mathematical content and skills, specifically in the area of counting from 0-20. Four of my students are entering first grade lacking some prerequisite content and skills, specifically in knowing number names and the count sequence as well as adding and subtracting within five.

At the beginning of this school year, I and the math coach administered the first grade district mathematics preassessment. This assessment was collaboratively created and aligned to CCSS as well as the Response to Intervention guidelines for core instruction. It is administered one-on-one. Results indicate that six students did score in the "basic" range, twelve students scored in the "partially proficient" range, and two students scored in the "proficient" range.

One student is an English language learner; this student scored in the "partially proficient" range on the preassessment. Three of my students have IEPs. One student has a speech and language impairment, one child has been diagnosed with autism, and another student has a health impairment (diabetes). Of these three students, two students are entering first grade lacking some prerequisite content and scored in the "developing" range.

Content Standards

What standards and content will you target in your SLO? How do these standards and content capture the essential areas of learning that align to national and/or state standards? How do these standards capture both process and content standards?

-The objective focuses on two of the four CCSS critical areas for Grade 1: Operations and Algebraic Thinking as well as Number and Operations in Base Ten. The CCSS outline the mathematics concepts that should be the focus of instruction in Grade 1 and while each area is important for laying the foundation for future study of mathematics, we have found that these two are most predictive of future mathematics learning. Students who leave first grade with a proficient grasp of these two concepts and skills will largely be prepared to begin second grade mathematics. This SLO requires students to not only understand the concepts of addition and subtraction (content) but also engage in problem solving and apply mathematical strategies (process).

Represent and solve problems involving addition and subtraction.

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown

number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

1.OA.3 Apply properties of operations as strategies to add and subtract.

1.OA.4 Understand subtraction as an unknown-addend problem.

Add and subtract within 20.

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Extend the counting sequence.

1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- 10 can be thought of as a bundle of ten ones — called a “ten.”
- The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Use place value understanding and properties of operations to add and subtract.

1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Summative Assessment

What assessment will you use to capture student growth? What modifications and accommodations will you provide to students with IEPs, 504 plans, or ELL status?

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The district grade 1 common math assessment will be used. This assessment is a similar form of the preassessment administered at the beginning of the year. This assessment was collaboratively created and aligned to CCSS as well as the Response to Intervention guidelines for core instruction. It is administered one-on-one to students and is graded using a scoring guide. My students with disabilities generally receive extended time on assessments; however, this assessment is not timed. I will work with the ELL specialist to make sure the assessment is appropriate for my English language learner.

Growth Targets

What growth do you expect your students to demonstrate by the end of the interval of instruction?

I expect all students to move up one level on the June administration of the district grade 1 common math assessment:

Preassessment Performance Level (Fall 2013)	Postassessment Performance Level (Spring 2013)
Basic	Partially Proficient
Partially Proficient	Proficient
Proficient	Advanced

I set these growth targets in collaboration with the other first grade teachers. All students are expected to show growth. These targets seem rigorous yet attainable. Results of student data from prior years indicate that 80 percent of students who lack prerequisite skills at the beginning of the year make significant progress throughout the year, but do not make it to a “proficient” level by the end of the year.

Instructional Strategies

Which instructional strategies will you use to help students reach their growth targets?

During lessons, I will integrate multiple representations (enactive, iconic, and symbolic) to help students move from concrete to more abstract levels of understanding. For example, during a place value lesson, we might use base ten blocks, drawings, and equations to represent 20 minus 4.

I will embed lessons within student-friendly and relevant topics.

I will use stations to reinforce topics that have been previously learned. During independent practice, I will use tiered activities and practice problems to ensure that lessons are developmentally appropriate.

Progress Monitoring Plan

How will you monitor progress throughout the year?

Throughout the year, students will be complete exit slips, quizzes, and performance tasks. I will use the results of these assessments to inform my short- and long-term planning. For example, I might use results of performance tasks and exit slips to inform my lesson plan for the day and instructional groupings for the upcoming lesson. I might adjust my unit plans based upon results of the quizzes if results suggest I need to revisit previous lessons or accelerate/extend lessons because students are making progress at a faster rate than expected. I also will use the results of formative assessments (using white boards, etc.) to make adjustments to my lessons “on the fly” as needed.

Is this SLO approved?

Yes

No

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Adapted from: http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Student-Learning-Objectives/SLO_Elem_Math_Gr1.pdf