Maine Schools for EXCELLENCE
Enhancing Educator Effectiveness and Student Learning

# SLO Handout 14: Sample SLO

Date: 10/15/13

Teacher Name: Manny Mathlete

Position: Grade 6 Teacher

Subject/Grade/Course Number: Grade 6 Math; MM3

Interval of Instruction: 11/13/13–4/14/14

(88 instructional 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?

### Area of Need: Geometry and Measurement Strand

On the NECAP over the last three years (2010–2012), my sixth-grade math classes have scored significantly below the state average in mathematics. Item analysis of the fall 2012 test shows weakness in both geometry and mathematical problem solving (working with word problems).

In spring 2013, my math class scored 5 points below the norm on the NWEA. I conducted a strand analysis with the other sixth-grade math teacher. This analysis reveals a relative strength in numbers and operations (2 points below norm) and a weakness in geometry and measurement (9 points below the norm). Sixty-five percent of my students met or exceeded their growth targets for the overall assessment.

Students in this year's math class on average scored 0.5 points above the norm on the Grade 5 2013 Spring NWEA. Overall, students demonstrated a strength in functions and algebra (RIT—226; 5 points above the norm) and a weakness in geometry and measurement (RIT—218; 3 points below the norm). Eighty-two percent of these students met or exceeded their growth targets on the overall score.

**Results of the Spring 2013 Grade 5 NWEA**

| Content Strand | Mean RIT | % Low | % Ave. | % High |
|---|---|---|---|---|
| Numbers and operations | 216 | 38% | 55% | 7% |
| Geometry and measurement | 215 | 60% | 25% | 15% |
| Functions and algebra | 226 | 25% | 40% | 35% |
| Statistics and probability | 220 | 33% | 40% | 27% |

I will use the students' 2013 end-of-year scores on the Spring NWEA in Geometry and Measurement as my preassessment data.

## 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?

To address student need in geometry, my SLO will target the four geometry standards in the Common Core State Standards for Grade 6. This set of standards focuses on "solving real-world and mathematical problems involving area, surface area, and volume."

CCSS.Math.Content.6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

CCSS.Math.Content.6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

CCSS.Math.Content.6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

CCSS.Math.Content.6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

In addition to content knowledge of the definitions and formulas for area, surface area, and volume, this SLO addresses the processes involved by using hands-on activities to build an understanding of the concepts involved and application of the concepts in problem solving.

## 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?

The Spring 2014 NWEA will be used as the summative assessment. With the assistance of special education and support staff, students will be provided modifications and accommodations outlined in individual plans (including having tests read aloud and taking the test in a smaller group setting). Within the two weeks before the test administration, I will meet with the appropriate specialists to ensure individual special testing needs are met.

## Growth Targets

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

I expect my students to demonstrate at least a 7-point gain between the 2013 end-of-year RIT value for geometry and the 2014 end-of-year RIT value. This expectation is slightly more rigorous than the expected gain of 4.6 points that the NWEA mathematics status norms suggest. By setting a slightly more rigorous target, I should see a decrease in the gap between overall student performance and the NWEA status norms.

## Instructional Strategies

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

**I will collaborate with the other sixth-grade math teacher to**

1. Identify prerequisite skills for which some students may need remediation to be successful with the geometry and measurement strand.
2. Select (or create) benchmark assessments to be used throughout the interval.
3. Identify appropriate hands-on activities for building conceptual understanding of area, surface area, and volume (including both print and electronic resources).
4. Identify appropriate internet sites to be used for review and reinforcement of geometry and measurement concepts and skills; embedding these resources into the instructional sequence.
5. Sequence instruction to ensure this strand is logically embedded throughout the school year (e.g., when learning to multiply decimals—use word problems involving geometric measurement for application and practice of multiplication with decimals).

## Progress Monitoring Plan

How will you monitor progress throughout the year?

1. After each benchmark assessment, I will identify content and skills needing either further whole-class instruction or further remediation with individual students.
2. Coordinate with teaching team to plan for how/when/where needed remediation will be provided.
3. Winter NWEA data will be used to assess progress to date and to inform instruction with either the class or individual students (or both).

Is this SLO approved? ☐ Yes ☐ No

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____