

# Student Learning Objectives Form

Teacher Name: Wallerstein	Date: 10/01/2021
School: Meridian World IB School Middle School	Appraiser Name: Principal Lane
Grade: 8th	Subject Area: English Language Arts

## Step 1: What is the focus for my SLO?

a. Identify the focus area of the SLO.

Text Evidence when analysing literature.

b. What is the SLO skill focus statement for this content area or subject?

Students use the text to support their own responses and reflect on different perspectives and interpretations.

c. What led to the decision to focus on this content area and the SLO skill focus?

Students are consistently unable to point directly to text evidence when attempting to support their analysis of the text in a meaningful and organized way.

d. What IB Objectives for the content area or subject correspond to these most important skills?

## Step 2: What do I think my students will be able to do?

**All four IB objectives will be included in students demonstrating mastery for this SLO. Objectives include: knowing and understanding; developing skills; thinking creatively; responding.**

*Use your knowledge of prior students' performance and end-of-year expectations for students in previous, vertically aligned courses to describe typical students in the class. A best practice is to start by describing a typical entering skill level, then, the highest entering skill level ("well above typical skill"), and the lowest entering skill level ("well below typical skill") and finally, complete the in-between levels ("above typical skill" and "below typical skill").*

Initial Student Skill Profile		
SLO Skill Focus	Students use the text to support their own responses and reflect on different perspectives and interpretations.	
Level	Descriptors	Number of Students in this level
Well above typical skill	Student is able to independently read a text and create a response that identifies author's purpose, identifies different perspectives, and styles most of the time.	
Above typical skill	With assistance student is able to read a text and create a response that identifies author's purpose, identifies different perspectives, and styles most of the time.	
Typical skill	Student is able to read a text and create a response that identifies author's purpose with guidance consistently.	
Below typical skill	Student is able to read a text and create a response that identifies	

	author's purpose with guidance most of the time.	
Well below typical skill	Student is unable to read a text and create a response that identifies author's purpose with guidance.	

a. Who will be included in your SLO? *When choosing your class or classes, gather informal data about your students to determine which class or classes is/are most representative of the cross-section of students that you teach.*

I chose 5 students from each of my 6 classes with similar learning levels (prior to testing, chosen by observation and classroom grade only.

b. What multiple sources of evidence/student work (both current and historical) did you use to map students to the Initial Student Skill Profile?

c. Match your current students to the descriptions in the Initial Student Skill profile.

i. List the total number of students at each level in the right-hand column above, and

ii. Record the level for each individual student on the Student Growth Tracker.

iii. Check here when both tasks are complete:

### Step 3: What are my expectations for these students?

a. Use information about how students mapped to the Initial Student Skill Profile to describe the expected skill sets across all five levels, that students will be expected to demonstrate at the end of the year. In other words, what are the specific skills that will describe what high, average, and low performers will be able to do at the end of the course?

Complete the Targeted Student Skill Profile below

*The profile should describe your expectations for what this particular group of students' performance will look like at the end of the interval. For example, the description at the middle level describes what you expect to be a typical skill level at the end of the interval.*

Targeted Student Skill Profile	
SLO Skill Focus	Students use the text to support their own responses and reflect on different perspectives and interpretations.
Level	Expectations
Well above typical skill	Student is able to independently read a text and make comparisons between texts that are based on author's purpose, different perspectives and styles.
Above typical skill	Student is able to independently read a text and create a response that consistently identifies author's purpose, and identifies different perspectives and styles.
Typical skill	Student is able to independently read a text and create a response that consistently identifies author's purpose, and identifies different perspectives and styles most of the time.
Below typical skill	Student is able to independently read a text and create a response that identifies author's purpose, identifies different perspectives, and styles some of the time.
Well below typical skill	With assistance student is able to read a text and create a response that identifies author's purpose, identifies different perspectives, and styles some of the time.

b. Use available data on your current students (e.g., attendance, grades in relevant courses, current student work,

prior testing data, etc.) along with each student's description on the Initial Student Skill Profile to establish a target for each individual student covered in the SLO. Record these targets on the Student Growth Tracker.

Student Growth Tracker =

[https://docs.google.com/document/d/1gkA9riwgMPwx8lfxj96RyUfpm-tW5etpjMeLWk\\_eSh4/edit?usp=sharing](https://docs.google.com/document/d/1gkA9riwgMPwx8lfxj96RyUfpm-tW5etpjMeLWk_eSh4/edit?usp=sharing)

c. What evidence did you use to establish a targeted skill level for each student? Include multiple data sources. Prior grades and classwork combined.

d. What will you include in the body of evidence (BOE) that will establish students' skill levels at the end of the interval? Samples of work that require text evidence to show mastery. Students will answer questions about a text which require finding text evidence and supporting the evidence within their response.

#### Step 4: How will I guide these students toward growth? (for use in discussion)

Be prepared to discuss answers to the following questions with your appraiser.

a. How will you differentiate instruction for those students who are in the highest performing group as well as those who are in the lowest-performing group?

I will utilize the gradient 3 level of MYP IB Rubrics

How will you guide all students toward reaching their targeted growth goals?

b. What strategies will you use to monitor progress? How will you document your body of evidence for each student?

c. Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet? Who will be members of your team and how often will you meet? How will you share notes, best practices, feedback, etc.?

#### Optional Notes

#### Student Learning Objectives Review & Approval

*By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.*

Comments	Decision
	Approved  Revise and Resubmit
Teacher Signature	Date
Appraiser Signature	Date

Revision Comments (if required)	Decision
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	<input type="checkbox"/> Final Approval
Teacher Signature	Date
Appraiser Signature	Date

**Foundational Skill**-Be able to conjugate regular verbs ending in -ar, -er and -ir in the present tense so they agree with the subject.    Subject-verb agreement.

**Pieces of Evidence**-after students finish each piece of the foundational skill (greeting, describe themselves, interests, family, where they live, etc.) and I model this, students will write their responses, practice with another student and then will have individual assessment with me.