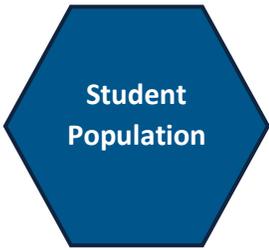


Annotated SLO – Grade 7 ELA



Number of Students Selected: 26 students (100% of my 2nd period)

Description of Students: While all 26 students passed ELA last year, six scored below grade level on the State assessment, with two of those scoring two levels below grade level. Most students have limited academic vocabularies and lack the use of standard conventions for writing and speaking in English. When writing, most students do stay focused on a single topic and use some type of approach to organize their writings.

Rationale for Selected Students: The students in this class performed lower than other classes both this year and last year on the baseline measure. Given this group includes 17 identified English Language Learners, it is vital these students learn the selected standards to be prepared for future coursework.

Student Population Annotation:

Specific student strengths and needs are identified, which inform the SLO and instruction. Comparing students to other classes is helpful, but needs further description (e.g., range of scores). Consider describing student experiences and interests to further inform the SLO and instruction.



Course: Grade 7 English Language Arts

Source of Standards: *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*

Selected Standards: Common Core Writing Standards for Grade 7 Students

- Text Types and Purposes
 - W.7.1 - Write arguments to support claims with clear reasons and relevant evidence.
 - W.7.1.a - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - W.7.1.b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, and demonstrating an understanding of the topic or text.
 - W.7.1.c - Use words, phrases, and clauses to create cohesion and clarify the relationship among claim(s), reasons, and evidence.
 - W.7.1.d - Establish and maintain a formal style.
 - W.7.1.e - Provide a concluding statement or section that follows from and supports the argument presented.
- Production and Distribution of Writing
 - W.7.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Rationale for Selected Standards: These standards are a core focus of instruction this year, and address the district and school priority to emphasize argumentative writing as an important text type students must become proficient with. Until the Common Core, our staff has not consistently addressed this type of writing and we want to be sure our students become solid writers in this area.

Learning Content Annotation:

Alignment to school and district priorities as presented is a high quality indicator of SLOs, as this integrates initiatives and streamlines processes. Consider including other strands of ELA, such as reading standards (given the Instructional Strategies) or speaking standards (given the articulated need in Student Population). Including further description of how baseline data looked (e.g., numerical representation of scores) for these students in the area of argumentative writing, particularly compared to other types of writing, would bolster the quality of this SLO by demonstrating a clear need for the focus on argumentation.

Annotated SLO – Grade 7 ELA

Instructional Strategies

Key Strategies: Integrating content readings and topics with writing tasks; student self- and peer-assessment using a rubric

Description of Use: Throughout instruction, I will be presenting current events that tie with our grade level’s social studies themes throughout the year. I have gathered a variety of complex texts that explore issues related to this year’s social studies themes that students will explore and read independently. Ultimately, whether

through current events we discuss or thematic topics introduced during the year, students will make and defend claims, which they will craft and defend in their writings. Students are expected to provide evidence for their claims using the literary and informational readings presented during the interval. Their writings will be evaluated using the rubric for argumentative writing that our State has approved which aligns to the *Common Core State Standards*. I will introduce the rubric to students and explain to them what the language means as I demonstrate its application for a student’s writing I have from last year. Over the course of instruction, students will apply the rubric to their own writings and those of peers, with a re-teaching mini-lesson to be delivered if students forget what the language means.

Evidence of Effectiveness: Common Core articulates how important it is for students to connect writing with reading. Using text-based evidence to support claims with complex texts is also a key focus of Common Core. Using important content such as social studies to teach ELA helps deepen and build students’ proficiency with the English language, which is in line with Common Core’s “Staying on Topic within a Grade and Across Grades” guidance. Rubrics are a widely recognized strategy and have been used for decades to support and advance student learning.

Use of Ongoing Data Reflection: My team and I will review student work samples from each of our classes in our Professional Learning Community each week. We will discuss how students are progressing and share ideas for how we can help students move to the next level.

Instructional Strategies Annotation:

A clear identification of the key strategies is provided, along with clear descriptions of how they will be used; this brings teacher ownership to the strategies, and clarity to the reviewer for how the teacher will implement the SLO. Consider modifying the strategies’ use to include a balance of student ownership in the rubric and its application. Strong evidence of effectiveness is presented from the Common Core; consider also describing the impact of evidence-based feedback using rubrics. The data reflection plan sounds promising, though further description is needed to understand how the data will inform instruction.

Interval of Instruction

Start and End Dates: October 28, 2013 through May 9, 2014

Average Weekly Instructional Time: 225 minutes per week

Rationale for Selection: This interval spans most of the course length. While our focus on writing types will vary throughout the school year, we will regularly visit this type of writing (argumentative).

Interval of Instruction Annotation:

Selecting the majority of the course length allows for depth and complexity of the content to be learned. Consider including a comparison for how much instruction will be spent this year on argumentation compared to past years.

Annotated SLO – Grade 7 ELA

Assessments

Pre-Assessment(s): Student written response to a school-approved prompt for argumentative writing

Post-Assessment(s): Student written response to a district-approved prompt for argumentative writing

Assessment Developer(s): School and district staff for the prompts; State and national leaders for the rubric for argumentative writing

Description of Administration, Scoring, and Structure: For each assessment, students will respond to an approved prompt which is evaluated using the State-approved rubric for argumentative writing. Students must introduce and substantiate a claim with evidence, acknowledging counterclaims, to persuade the reader to agree with his/her claim. The prompts are based on student-relevant issues and include narrative context that the student must use as evidence in the writing. Each row of the rubric will be totaled for a final score, and I will be administering the assessments.

Rationale for Selected Assessments: These assessments represent the best measures that our school, district, State, and national colleagues state most authentically measure the selected standards. These experts also attest to the high degree of alignment of the assessments to the selected standards. The prompts are relevant to students, which allows for all students to demonstrate learning of the content.

Assessment Annotation:

The use of materials vetted and approved by experts helps to align broader expectations of students with curriculum and instruction in the classroom. The use of relevant prompts gives students access to demonstrate learning, while also allowing for authentic measurement of the standards. Consider clarifying how the rubric scores will be totaled (e.g., weighting amounts by row) to derive an overall score, and whether accommodations in the administration are needed.

Student Growth Targets

Description of Target-Setting Approach: Targets are set for each student to advance at least one level for each row of the rubric.

Rationale for Approach: This approach differentiates growth expectations for each student. Moving up one level in each row reflects significant growth for students, which is what I expect of them by the end of the interval.

Student Growth Targets Annotation:

The rubric level increase approach holds each student accountable for growing in every identified area of the rubric, which adds rigor to this element. Be sure to include baseline performance in the SLO (e.g., perhaps in Learning Content) so the baseline performance range is clear. Consider also using a tiering approach where students who grow in some but not all rows can result in a degree of success for outcomes—though lower—as well.

Overall Annotation:

This SLO includes specific learning content of important course standards, which would improve in coherence by including complementary course standards from other strands (e.g., reading, speaking). Key strategies for conveying the learning content are identified and described, though convincing evidence is needed for the effective use of rubrics. The pre- and post-assessments have been vetted by colleagues for alignment and have a high degree of comparability through the use of the State-approved rubric. The targets seem to expect a high degree of rigor, though rigor is difficult to determine without knowing the baseline scores or ranges, which is an essential data point for an SLO. While specific improvements by element are provided, this SLO reflects some of the teacher's important knowledge of content and pedagogy and clear expectations for improving student learning.