

## 2011-2012 STUDENT LEARNING OBJECTIVES EXAMPLES

Course/ Grade	Identified Student Needs	Student Group	Student Learning Objective	Assessment	TEKS	SLO Pretest Data used for Creating Growth Target.	Student Growth Target
<b>Kindergarten, language arts</b>	10 out of 20 students knew less than 8 initial sounds and no kindergarten high frequency words.	All Students	My students will isolate the initial sound in one-syllable spoken words.	Teacher-developed 26 upper and lower case letter ID, 26 letter sounds and 37 high frequency sight words.	110.11 2 (H)	Range from 0-8 out of 16	90% of students will identify 20 upper case, 20 lower case letters, 10 letter sounds and 20 high frequency kindergarten words.
<b>Kindergarten Writing</b>	Students are unable to write complete sentences or words.	All Students	Students will write two legible sentences pertaining to a given topic. (Some introduced high frequency words spelled correctly and all other words spelled using inventive spelling)	Teacher-made writing rubric (Focus: Write to record ideas and reflections)	110.2 (15c) matrix 204	All students scored a 1 on the rubric	75% will increase by two levels on the writing rubric.
<b>1st grade Reading</b>	7 below grade level on DRA. Highest score was a 12.	All students	My students will read with accuracy, fluency and understanding in texts at appropriate difficulty levels.	DRA	110.3 1.8ABCD	students below grade level in reading	75% of the class will achieve the following: DRA 3 or below will improve 7 levels, 4-6 will improve 6 levels, and 8 and above will get at least 18
<b>2nd Grade, Math</b>	Many students were unable to recognize patterns, fact families, and perform basic addition and subtraction operations.	The students who scored less than 8 correct on the pretest were selected.	My students will use patterns to describe relationships and make predictions.	Teacher-developed	111.14 6	Range from 0-8 out of 20	75% of all students will achieve at least 14/20 (70%) correct on the post assessment.

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<b>3rd Grade Math</b>	Students scored from 19% to 30% on rounding and estimation. Students need to use strategies in problem solving that include estimation, appropriate measurement, and rounding with money	All Students	My students will solve word problems by rounding whole numbers to the nearest ten and hundred to approximate reasonable results in problem situations and use strategies to round compatible numbers to estimate solutions using addition and subtraction problems.	Teacher Developed Test - Word Problems requiring Rounding to Solve. 20 question test worth 100 points.	111.15 3.5 (a) (b)	Scores ranged from 19 - 40 on the pre-assessment	80% of students will make half the growth required to score 100. Using the formula, Individual Student Growth = (100-Student pre test score) / 2
<b>4th Grade Library</b>	Lack of skills using databases for research purposes and accessing information on other areas of interest. Need to improve science scores.	All Students in one class	My students will learn to acquire electronic information in a variety of formats with a special emphasis on the use of databases to reinforce grade appropriate science vocabulary and concepts taken from the Soaring to Excellence Science Program.	Teacher developed assessment on database: World Book Online Reference Center (with emphasis on Life Science concepts) - Short Answer	126.3 (4)A and (5)A	All students scored 50 or below.	75% of students who scored: 7 out of 20 to 10 out of 20 will improve score to 14 out of 20; 11 out of 20 and above will improve score to 16 out of 20
<b>5th grade PE</b>	Cardiovascular endurance is below average	All Students	My students will participate in cardiovascular activities during PE and prior to recess	Fitnessgram Pacer Test 20 meter	116.5b3c	A pre-assessment in the fitnessgram Pacer test - showed deficits	75% of students will fall within a healthy Pacer range, or better, for their age group. Boys 10 years old: 23-61 laps, 11 years old:23-72 Girls 10 years old: 7-41, 11 years old: 15-41

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<b>5th Grade Music (Non Performance 2nd SLO)</b>	Most students scored below 70 on symbols, notation, and terms.	All Students	5th grade students will be able to identify music terms, symbols and definitions.	Teacher Developed Music Assessment - Fill in the Blank Identification	117.18.1.B 3.D	5 scored 70 or higher 16 scored between 40 and 70 41 scored between 2 and 40	75% of 5th grade students will improve by 24 points on the post test.
<b>7th Grade English</b>	Students struggle with reading comprehension, response to text, and analyzing text based on 6th grade TAKS	Target Group - Students who failed 6th Grade Reading TAKS	Students will use a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty, express and support responses to text, and analyze characteristics of a text.	Teacher Developed Assessment - Reading Comprehension and Literary Analysis - Multiple Choice	110.23 10,11,12	Most students scored below 65%. Comprehension quizzed and in-class reading assignments helped set target.	75% of students will make half the growth required to score 100. Using the formula, Individual Student Growth = (100-Student pre test score) / 2
<b>8th Grade Art (Product Graded by Rubric)</b>	Keeping students interested in attending school, reduce drop out rates. Skills learned prepare for high school Fine Arts Academy and college programs.	All	Students will improve their ability to draw from direct observation via studies of still life, skulls, African masks, etc...	Scott Foresman Art rubric, modified by teacher as needed. Curriculum embedded assessments	117.38 Art, 8.1A, 8.2 B	Preassessment of student's ability to draw from direct observation, prior to instruction	75% of students will score 80 on the post assessment
<b>8th Grade</b>	High percentage of African American 9th grade male and female students represented in SRC, HSS and ALC. African American male and female students need to have a better	All Students	Student will be able to identify strengths and specific behaviors and interventions to decrease behaviors that cause them to lose instruction time.	AP developed	CIP Goal 3	Range from 7-15 out of 28	75% of targeted students will increase by 10 points on the 28 point rubric scale. Students will be able to give specific explanations of strengths, and behaviors, and interventions to help them
<b>8th Grade Art (Product Graded by Rubric)</b>	Keeping students interested in attending school, reduce drop out rates. Skills learned prepare for high school Fine Arts Academy and college programs.	All	Students will improve their ability to draw from direct observation via studies of still life, skulls, African masks, etc...	Scott Foresman Art rubric, modified by teacher as needed. Curriculum embedded assessments	117.38 Art, 8.1A, 8.2 B	Preassessment of student's ability to draw from direct observation, prior to instruction	75% of students will score 80 on the post assessment

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<b>Algebra I</b>	No students made above a 70 on the SLO test. This concerns me because it is an objective that occurs in multiple questions. In order to be recognized, students will need to show much more success on this objective.	20 students.	The students will demonstrate an understanding of quadratics and exponent rules.	Teacher-developed 40 question multiple choice test. Each question is worth 2.5 points for a total of 100 points	TAKS Objective 5	Range from 5-55	75% of students will make half the growth to 100. Individual Student Growth = $100 - (\text{student pre test score}) / 2$ .
<b>Spanish IE grades 9-12</b>	<p>Reading issues:</p> <p>Note taking Getting main ideas Answering specific questions</p> <p>Writing issues:</p> <p>Paraphrasing Make statements related to stories and support their statement using evidence from the text. Quoting</p> <p>Sentence structures:</p> <p>Use of grammar (punctuation, capital/lower case) Noun-verb agreement Using correct verb tenses Write more complex sentences</p> <p>Making connections with other classes (ex. English)</p>	All Students	Students will engage in written exchanges of learned material, demonstrate understanding of simple and clearly spoken and written language, and present information using familiar words, phrases and sentences. Students will expand their ability to perform intermediate tasks by explaining, narrating and describing in the past, present, and future time in writing; understand main ideas and most details of material on a variety of topics when reading; write coherent paragraphs; and achieve an acceptable level of accuracy of expression by using knowledge of language components.	Teacher-developed Rubric. Students are given a grade from a range of 1-4.	114.24 2b-D,F; B1-2; C1, B and C	Range from 4-10	75% of my students will be able to write a 200-word essay showing a 1 level increase in their reading and writing techniques.

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<b>9th Grade Biology</b>	Students need to grasp complex scientific vocabulary and reinforce critical thinking skills using biology data.	All Students	Students will use the scientific method to organize, analyze, evaluate, make inferences, and predict trends from biology data.	Teacher Developed Test - Making Inferences and Predicting Trends from Biology Data - Multiple Choice	112.43 2 (c)	All students scored an average of 30% on pre-assessment	75% of students will make half the growth required to score 100. Individual Student Growth = $(100 - \text{Student pre test score}) / 2$
<b>10th Grade English II</b>	Mechanics, Usage, Grammar, Writing skills	All Students	Students will write a well-developed, coherent essay using conventions correctly.	Teacher Developed - Essay Prompt with Rubric	110.43 2 (b) 1 (c)	Students performed poorly on average - below 12 points on rubric (20 point scale)	75% of students will improve 3 or more points on the rubric.
<b>10th-11th Grade Algebra II</b>	The students need to be able to solve quadratic equations and inequalities using graphs, tables, and algebraic methods.	All Students	My students will use the parent quadratic function to graph and connect between $y=ax^2+bx+c$ and the $y=a(x-h)^2+k$ symbolic representations of quadratic functions and use the parent functions to predict changes in a, h, and k on the graphs of $y=a(x-h)^2+k$ form of a function.	Teacher Developed - Multiple Choice	111.33 7 (a)	On my teacher made pre-test, of the 40 students, the highest score was 50% made by 2 students. The lowest score was 5% and the class average was 27%.	75% of students will make half the growth required to score 100. Using the formula, Individual Student Growth = $(100 - \text{Student pre test score}) / 2$
<b>11th Grade AP US History</b>	Weakness in DBQ essay of AP Exam, support for arguments, clear thesis statements, and use of primary documents	All Students	AP US History students will increase their ability to identify and create the key elements of a strong DBQ response including a clear thesis statement, presentation of strong supportive arguments, and incorporation of primary documents.	Teacher Developed Assessment - AP DBQ Scoring Rubric and AP Free Response Self Evaluation	113.53 (b)	A majority of students scored below 70% on the assessments of student writing performance using the AP DBQ Rubric and the student and teacher evaluation of free-response skills using teacher generated rubric	80% of students scoring below 70% on AP US History DBQ on the pre-test will increase their score by at least 20 points on the post test.

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<b>Assistant Principal Elementary</b>	Teachers have had difficulty implementing new campus wide instructional strategies initiative that support learning for ELL students.	9th Grade Freshman Academy	Teachers will increase the frequency of the following instructional strategies: Tableaux, the frayer model, and foldables.	AP observation and teachers lesson plans.	ELPS 74.4 1 (C, E, H)	Based on observations of teachers classrooms, teachers have not successfully implemented the desired instructional strategies in their classrooms.	At least 75% of 9th grade academy teachers will implement 1 lesson including one of the identified instructional strategies over a 24 week period. AP will verify that one of the mentioned instructional strategies was used at least once during the 24 week period for a total of at least 24 uses of the desired instructional strategies. The AP will review lesson plans to verify that the instructional strategies are used, and complete walk through to ensure that strategies are implemented with fidelity.