### Student Learning Objective (SLO) Template

### *This template should be completed while referring to the SLO Template Checklist.*

Teacher Name: Joachim LaValley ­Content Area and Course(s): 8th Grade Technology Grade Level(s): 8th Academic Year: ­­2013-2014

Please use the guidance provided in addition to this template to develop components of the student-learning objective and populate each component in the space below.

**Baseline and Trend Data**

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

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| In order to assess Standard 3 (Students learn the operations of technology through the usage of technology and productivity tools.) the results of a technology pre‐test (i.e. district‐ created assessment). Trend data is not available for the 2012‐13 school year, but will be available in subsequent years. Baseline will be established using district created pre-test. Based on previous year's observations and/or pre-assessments students will use productivity tools to complete a performance task when called upon to for the purpose of completing a task that would make efficient use of the technology software tool. Grade 8 student baseline data will be based on the students' end of year assessment in Grade 7. (For this example we will be using the district created end-of-course test.)  Since trend and prior test scores are not available a two part, district created pre-assessment was created and administered. Part one of the assessment was comprised of 25 multiple-choice questions, and one extended performance response worth 5 points.  The multiple-choice scores ranged from 5 to 23. Results indicate that most students demonstrated a lack of basic knowledge of what productivity applications or productivity tools are but also the inability to use the tools to complete a task when called upon by a testing situation. Part two was the performance task where most students were able to complete the task successfully, but the level of achievement varied greatly in the areas of technical skill and direct observation: 19 scored 1, 31 scored 2, 10 scored 3, 5 scored 4 and one student did not take the assessment as they have not returned to school.   |  |  | | --- | --- | | Student Survey Score Range | Number of Students Scoring in that Range | | 0 - 5 | 6 | | 6 - 10 | 16 | | 11 - 15 | 18 | | 16 - 20 | 20 | | 21 - 25 | 6 | |

**Student Population**

*Which students will be included in this SLO? Include course, grade level, and number of students.*

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| This SLO covers 67 students enrolled in 8th grade Technology Applications.  The 67 students are a mix of 8th graders ranging in abilities and are divided into four sections. Since this class is only a semester class the data will be compiled for the two semesters but student population information is only available for the current members 1st semester 8th grade technology applications class. Students across the four classes range in terms of their strengths, challenges, and abilities. Overall 11 students have an Individual Education Plan (IEP).  There are 12 students in second period first semester, 7 of these students have some sort of medical condition ranging from glasses, braces, allergic to medications, to asthma, and ADHD. Three of the students in this class have IEP’s with goals such as writing a 6 sentence paragraph with a topic sentence to behavior goals such as following classroom expectations with no more than two prompts from the teacher per class period in 4 out of 5 trials. Females make up 5 out of the 12 students with males consisting of the remaining 7 students in the class. In addition many students have been placed on a 504 to help them succeed in all classes. Accommodations for students with IEP's will be made accordingly. No English Language Learners will be included in the student population, as the selected class does not have any students who would fall into this category.  Fourth period has 13 students, 4 females and 9 males. Seven students have medical conditions ranging from migraine headaches, asthma, wears glasses, ADHD, ODD, irregular heart beat. Currently 3 of the students are on IEP’s with a fourth to be added when his paperwork arrives from another district. Students on IEP goals range from write a 6-8 sentences paragraph with a beginning sentence, supporting sentences, and closing sentence with correct spelling, capitalization, and punctuation with no more than 5 errors in 4 out of 5 trials. In addition many students have been placed on a 504 to help them succeed in all classes. Accommodations for students with IEP's will be made accordingly. No English Language Learners will be included in the student population, as the selected class does not have any students who would fall into this category.  Sixth period has 21 students, 10 females and 11 males. Nine students have medical conditions ranging from unlimited bathroom visits, Prozac, migraine headaches, asthma, wears glasses, ADHD, ODD, irregular heart beat. Currently 4 of the students are on IEP’s. Students on IEP goals range from write a paragraph given a prompt. The student will write 5 to 7 sentences that include 3 details relevant to the topic written in a logical order in 2 of 3 trials to behavioral goals. In addition many students have been placed on a 504 to help them succeed in all classes. Accommodations for students with IEP's will be made accordingly. No English Language Learners will be included in the student population, as the selected class does not have any students who would fall into this category.  Students in 9th period 1st semester Technology Applications class number 21 and can be broken down 13 males and 8 females. Medical concerns in this classroom range from color blindness, glasses, ADHD, ADD, Cardiac Arrhythmia, allergic to bee stings, medication, bleeding disorder, and migraines. Altogether 10 out of the 21 students have a medical condition. In addition many students have been placed on a 504 to help them succeed in all classes. Accommodations for students with IEP's will be made accordingly. No English Language Learners will be included in the student population, as the selected class does not have any students who would fall into this category.  Instructional time is affected for assemblies, monthly grade level meetings, and Intervention and Reassessment times on Tuesdays and Thursdays (shortened class periods). |

**Interval of Instruction**

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

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| This SLO covers the 2013 - 2014 school year from October 2013 through April 2013, covering 2 partial semesters. The first semester class will run from October 2013 and conclude January 9th 2014. Second semester will begin January 13th 2014 and the SLO will conclude by mid-April 2014. These classes meet every school day Monday through Friday for one period. Class is not held on Saturday or Sunday. District recognized holidays nor is class held on breaks, Winter or Spring. Students are also excused from class on professional development days for the certified staff members. Class periods range from 44 minutes for seventh period, to 43 minutes for periods 2nd, 4th and 9th on Mondays, Wednesdays, and Fridays. Class periods are shortened to 31 minutes per period on Tuesdays and Thursdays.  Instructional time is affected for assemblies, monthly grade level meetings, and Intervention and Reassessment times on Tuesdays and Thursdays (shortened class periods).  The post assessment will be completed by mid-April so data can be analyzed and proper procedure followed in order to meet the May 1st deadline established by the OTES timeline. |

**Standards and Content**

*What content will the SLO target? To what related standards are the SLO aligned?*

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| This SLO will target Ohio Content Standards for Technology Standard 4: Technology for Productivity Applications. Students learn the operations of technology through the usage of technology and productivity tools.  Students use compute and multimedia resources to support their learning, Students understand terminology, communicate technically and select the appropriate technology tool based on their needs. They use technology tools to collaborate, plan, and produce a sample product to enhance their learning and solve problems by investigating, troubleshooting and experimenting using technical resources.  Some of the achievement content statements are at the beginning level, while others are at the intermediate and accelerated level.  In order to show stretch, differentiated instruction will be offered for all major technology projects  This SLO will also try to focus on our building goals for reading across the curriculum. |

**Assessment(s)**

*What assessment(s) will be used to measure student growth for this SLO?*

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| Students will be assessed using a district-created end-of-course exam created by curriculum experts. The assessment is comprised of 25 multiple-choice questions (1 point each, worth 25 points) and five point performance piece (worth 5 points each) that require students to demonstrate their understanding of concepts and provide examples of productivity tools in a sample product.  The test will be administered during the first week of January 2014. All students will have 2 class periods (80 minutes total) to complete the exam, except for those students with IEPs and 504 plans that require extended time (students with aphasia, dysgraphia, and ADHD).  Students with ADHD or with emotional disturbance will be permitted to have short breaks listed as a testing accommodation; these students will be able to take 2 five-minute breaks during testing administration.  The assessment used to measure student growth is a two-part, district-created, pre-test and post-test assessment end-of-course exam that matches the rigor and content of the Technology Applications class and the Ohio Department of Education Technology Standards. Part one consists of 25 multiple choice questions that focus on selecting the appropriate technology tool based on their need and the ability to use the productivity tool effectively.Part two is an extended performance task (producing a created document) that demonstrates technical skill and the key aspects of direct observation.  An answer key will be used to score the multiple-choice questions and a rubric will be used for scoring the extended performance piece. Scores will be averaged together in order to get a final score Per their IEP’s; the eleven students with disabilities will receive extended time for the assessments if needed. Students will have fewer test items and will work with a scribe if one is available to answer the extended written response question. If a scribe is not available, students will respond orally to the question.  I will plan on stretching learners by having those students who demonstrate mastery over the given topics create “how-to” video or text tutorials. This will allow the students to demonstrate that they fully understand and can fully explain the steps needed or skills needed to complete a given technology task. |

**Growth Target(s)**

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

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| I Have set tiered growth targets for my students. All students will be expected to show progress. Students' baseline data will be increased by the following tier targets\*:   |  |  | | --- | --- | | Student Pre-Assessment Score Range | Number of Students Scoring in that Range | | 0 – 5 points | 6 | | 6 – 10 points | 16 | | 11 – 15 points | 18 | | 16 – 20 points | 20 | | 21 - 25 | 6 |   As per the pre-assessment, or pre class survey student will see a upswing in their post assessment scores   |  |  |  |  | | --- | --- | --- | --- | | Student Pre-Assessment Score Range | Number of Students Scoring in that Range (currently) | Number of Students Scoring in that Range (post -assessment |  | | 0 - 5 | 6 | 3 | 6 | | 6 - 10 | 16 | 8 | 16 | | 11 - 15 | 18 | 25 | 18 | | 16 - 20 | 20 | 25 | 20 | | 21 - 25 | 6 | 8 | 6 |   \*One student has not been able to take the pre-assessment but hopefully will take the post-assessment.  Students scoring in the lowest subgroup will decrease from 6 to 3 thus improving their overall score.  \*As per the students' IEP's, Students with disabilities will receive modifications and/or accommodations accordingly. Tiered Targets will be used for advanced, proficient, and limited students. Students will self‐evaluate their technology level using their technology portfolio as well as their pre and post-test score data.     |  |  | | --- | --- | | Students with scores ranging from 0-5 points (6 students) | Students will increase by a score of 13 | | Students with scores ranging from 6-10 points (16 students) | Students will increase by a score of 10 points | | Students with scores ranging from 11-15 points (18 students) | Students will increase by a score of 7 points | | Students with scores ranging from 16-20 points (20 students) | Students will increase by a score of 5 points | | Students with scores ranging from 21-25 points (6 students) | Students will increase by a score of 2 points | |

**Rationale for Growth Target(s)**

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

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| Based on student’s current abilities in technology productivity tools this target was selected as an area of focus. Through direct observation and past results on performance pieces as well as pre-assessment, unit tests and many formative assessment throughout the past 8th grade technology applications classes. This SLO targets not only areas of student weakness but also areas of student strength to ensure that students leave the course with a comprehensive understanding of technology productivity tools and how they relate to one another.  This SLO aligns not only with the state’s new focus on improving students’ technology skills in order to be college and career ready but also with our district’s goal of ensuring that all students graduate college-and career-ready. Part of being college-and career-ready is being able to select the appropriate tool for the job. This will also aid the school district by helping to develop PARCC assessment style questions. By attaining the above growth targets, students will demonstrate that they are reasonably aware of the fundamentals of productivity tools and will leave the class able to perform basic technology tasks on their own.  Students who lack prior knowledge will be expected to demonstrate the most growth in order to meet course-level expectations and to ensure they are prepared to select the appropriate productivity tools for a specific task. I am using the results of the pre-assessment to inform my growth target. Students who already have strong background knowledge in this area will be expected to exceed basic expectations for the course (passing the end-of-course exam). |