

New York State Student Learning Objective Template

Beacon City School District: 2016-17 Teacher-Student Specific SLO

All SLOs MUST include the following basic components:

Population	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p># Students enrolled in _____ class roster for 2016-17. (Attach teacher-student linkage enrollment roster report)</p>
Learning Content	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or to specific priority standards?</i></p> <p>Content specific to _____ NYS Learning Standards for _____.</p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i></p> <p>September 7, 2016 – June 23, 2017.</p>
Evidence	<p><i>What specific State-developed or State-approved assessment(s) will be used to measure this goal? The assessment selected must align to the learning content of the course. State assessments (including Regents examinations, Regents equivalents, and/or any State- approved equivalents) <u>must</u> be used as evidence if one of the courses required to have an SLO has a State assessment.</i></p> <p>NYS _____ Exam, _____</p> <p>_____</p>

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Baseline	What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?																				
	Add content specific knowledge/skill requirements for the course																				
	Profile of student learner needs:																				
	____% (N = ____) students with prior academic history of achieving level 3 > (65% or higher)																				
	____% (N = ____) students with prior academic history of achieving level 1 or 2 (64% or below)																				
Target(s)	What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period? (All targets must include a minimum of one year of expected academic growth and all targets must be approved by the superintendent or another trained administrator serving as his or her designee.)																				
	Individual student targets will be set based upon review of prior academic history, language acquisition and/or disability learning needs. See attached for individual student targets																				
	Districts and BOCES must use the State-determined scoring ranges to determine final scores and HEDI ratings.																				
	HIGHLY EFFECTIVE			EFFECTIVE			DEVELOPING		INEFFECTIVE												
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100 %	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59 %	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%	

Rationale

Describe the reasoning behind the choices regarding the components of the SLO and how the SLO will be used together with instructional practices to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

Individual student targets were established to ensure that all students in the assigned course are engaged in instruction that will ensure growth towards proficiency based upon review of prior academic history, language acquisition and/or disability learning needs.