

Student Learning Outcomes
Local Public School
2017-2018

Name: Katherine Hartig (Intern)

School: Padonia International Elementary School

Grade Level: Grade 5

Library Media

Statement of Outcome:*(Identify critical skill(s). Please specify whether this is a mastery or progress outcome.)*

Grade 5 students will increase understanding towards mastery of **accurately paraphrasing, summarizing, and quoting information gathered from various sources during research**, as measured by attached rubric (*Research Summary Rubric for Grades 4-6*). Students will recall nonfiction text structures: cause and effect, problem and solution, main idea and details, description, and sequence.

Rationale:*(Why did you choose this outcome? Why is this an appropriate area of focus? How does your outcome align to the common core?)*

Paraphrasing, summary, and quoting are foundational information literacy skills that students will use across the content areas as they conduct brief and extended research to gather and synthesize information, answer questions, and solve problems. Students in Grade 5 Library media class will conduct research connected to content learning objectives for Language Arts, Science, and/or Social Studies. Paraphrasing, summarizing, and quoting will be reinforced and applied during the research experience in Grade 5 Unit 4. The outcome aligns with the following learning standards for students in Grade 5:

- Standards for the 21st Century Learner (AASL):
 - Indicator 1.1.6: Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.
 - Grade 5 Benchmark: Paraphrase or summarize information presented in various formats.
 - Indicator 3.1.6: Use information and technology ethically and responsibly
 - Grade 5 Benchmark: Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes.
- Maryland Library Media State Curriculum 4-5 (MSDE):
 - Standard 4.0 Interpret Recorded Data/Information
 - 2b: Ethically and accurately summarize and paraphrase recorded data/information.
- Common Core State Standards (CCSS):
 - CCSS.ELA-Literacy.RI.5.2 Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- CCSS.ELA-Literacy.W.5.8 [Research to Build and Present Knowledge] Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Students: *(Which class/subject/content are you identifying? Are all students included in this outcome? If not, why?)*

19 students in Mr. T.'s 5th grade class.

Interval of Instruction: *(Must be completed by the last duty day of February.)*

2/26/18-3/23 (Thursdays March 1, 8, 15, 22)

Target(s): *(Where do you expect this population of students to be at the end of the interval of instruction? What evidence are you going to use to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.) *Targets may be tiered to reflect differentiation among students.*

Target: 100 percent of the students will demonstrate progress toward mastery of accurately paraphrasing information gathered from various sources during research as measured by the *Research Summary Rubric for Grades 4-6* (attached) as outlined below:

- Students who score in the beginning range on the baseline assessment will score fair range or higher
- Students who scored in the fair range on the baseline assessment will score proficient or higher
- Students who scored in the proficient range on the baseline assessment will score strong or higher
- Students who scored in the strong range on the baseline will score excellent on the assessment
- Students who scored excellent on the baseline will continue to score excellent on the subsequent assessment
- ELL students will be provided with individual differentiated targets.

A tiered growth chart will allow instructional expectations to remain rigorous for all students in this Grade 5 class. I expect that 100 percent of the students can attain growth and that this growth chart individualizes these expectations for all students.

 Basic Growth Target **Tiered Growth Target**

Rationale for Target: *(How was this target chosen? How did you determine that it is a rigorous target? What pre-test or baseline information, if any, informed your decision?)* Improvement in this skill will meet goals for SPP to improve language arts scores on the PARCC. Students will review

summary, paraphrase, and quoting information from various sources during research in Grade 5 Library Media Curriculum Schoolyard Habitat Slam Dunk. Paraphrase review and skill building will enable successful Schoolyard Habitat Slam Dunk research. Baseline will measure ability to paraphrase new information from a text by recalling information after reading without referring to the text. Post-assessment will measure student improvement before after modeling, direct instruction, and practice. Understanding of paraphrase will diminish copying and plagiarism when doing research. Instruction will add note-taking component, summary, and quoting to develop skills. Assessment will measure improvement in comprehension and paraphrasing of Schoolyard Habitat research new content.

Administration & Scoring: *(How will assessments be administered? How will assessments be scored?)*

Initially students will read a text from a website and paraphrase the content in 3 to 5 sentences. The product will be measured: main ideas are 2 points, related details are 1 point. Accommodations for ELL students who are Spanish first language: the content of the website is replicated in Spanish.

Approval of Outcome: *(Evaluator should rate the Student Learning Outcome in the following categories. Outcomes rated as unacceptable in a category should be revised and submitted. *Use SLO approval rubric attached for guidance.)*

Priority of Content: Approved Needs Revision

Rigor of Target: Approved Needs Revision

Quality of Evidence: Approved Needs Revision

(Once the above information has been discussed and agreed upon by the teacher and the administrator, please sign below.)

Principal/Assistant Principal: _____ Date: _____

Teacher: _____ Date: _____

Mid-Interval: *(Teacher may request to meet with an administrator to discuss progress of SLO.)*

Mid SLO Conference Requested: No Yes Date: _____ (if yes, comment below)

Comments *(Adaptations/Revisions should be noted here.)*

Principal/Assistant Principal: _____ Date: _____

Teacher: _____ Date: _____

Reflection: (Teacher explains evidence of student learning. How many targets were met? To what degree were targets met? Teacher should prepare to share evidence of learning. Additional data reports may be included or attached to reflect results.)

1. My SLO target was ____%. After examining the evidence/data it is determined that ____ out of ____ total students met this target, therefore ____% of my students met this target.

____ points earned for this SLO

2. Did your students perform as you anticipated? If so, what fostered their success? If not, what may have contributed to the lack of growth?
3. Will you choose the same SLO next year? Please explain why? Why not?
4. What have you learned from this experience? How would you approach this process differently next year?

Scoring: (The evaluator should check the box that best indicates the teacher's attainment of this student learning outcome. Individual ratings should serve as the basis for an overall rating using the *SLO Calculator*, see below.)

What percentage of the target did the teacher meet? 90%-100% 80%-89% 70%-79% 60%-69% Below 60%

Principal/Assistant Principal: _____ Date: _____

Teacher: _____ Date: _____

SLO Calculator

SLO TARGET											Points Earned/Student Performance
100%	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	
90-100	86-95	81-90	77-85	72-80	68-75	63-70	59-65	54-60	50-55	45-50	25 points 90-100% of target met
80-89	76-85	72-80	68-76	64-71	60-67	56-62	52-58	48-53	44-49	40-44	20 points 80-89% of target met
70-79	67-75	63-71	60-67	56-63	53-59	49-55	46-51	42-47	39-43	36-39	15 points 70-79% of target met
60-69	57-66	54-62	51-59	48-55	45-52	42-48	39-45	36-41	33-38	30-35	10 points 60-69% of target met
< 60	< 57	< 54	< 51	< 48	< 45	< 42	< 39	< 36	< 33	< 30	5 points Less than 60% of target met

No data provided

0

Determining the number of points earned for each SLO is based on the percentage of the SLO target that is met. The above chart establishes the number of points earned for each SLO based on the percent of students who meet the target.

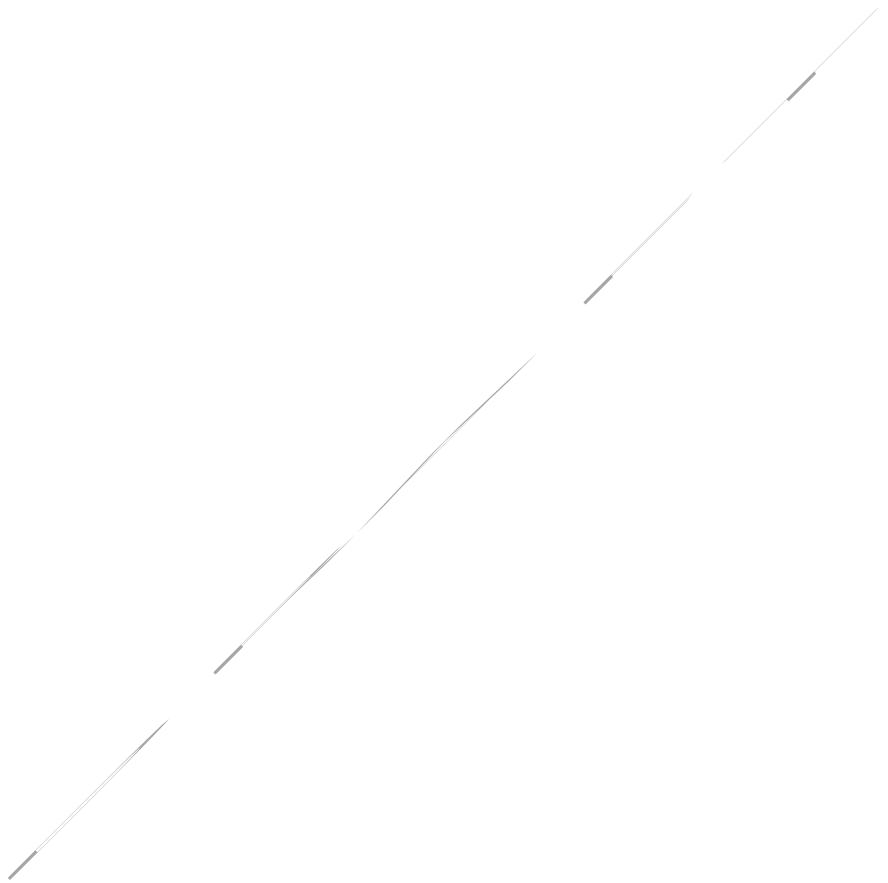
Example: (SLO Target set in increments of 10 or 5 similar to the chart above):

1. Identify the SLO Target in blue. (Principal or teacher establishes a SLO where 95% of students are to meet a target in mathematics.)
2. Review SLO evidence. After examining evidence, it is determined that 71% of students met the mathematics target.
3. Find the box under the blue SLO Target of 95% in which 71% falls. Follow that row to the gray Points Earned column on the right to determine how many points have been earned for this SLO. **SLO points = 15 points.**

SLO Approval Rubric

Statement of Outcome	Rationale	Students	Interval of Instruction	Target(s) & Evidence	Rationale for Target
<i>What is the expectation for student improvement? What content will the SLO target?</i>	<i>Why did you choose this outcome? Why is this an appropriate area of focus?</i>	<i>Which students will this outcome address? How many? From which class(es)?</i>	<i>What is the duration of the course that the SLO will cover? Include beginning and end dates.</i>	<i>Considering all available data and content requirements, what growth target(s) can students be expected to reach? Targets may be tiered to reflect differentiation among students. What assessment(s) will be used to measure student growth for this SLO?</i>	<i>What is your rationale for setting the target(s) for student growth within the interval of instruction?</i>
<input type="checkbox"/> Describes a broad goal for student learning and expected student improvement <input type="checkbox"/> Reflects high expectations for student improvement and aims for mastery or progress towards mastery of content or critical skill development <input type="checkbox"/> Is identified as a	<input type="checkbox"/> Specifies how the SLO will address applicable standards (ex: Common Core standards, Maryland State Standards or National Standards)	<input type="checkbox"/> Identifies the subject/content and number of students covered by the SLO <input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth If students are excluded, explains which students, why they are	<input type="checkbox"/> Must be completed by the last duty day of February <input type="checkbox"/> Specifies start and stop dates	<input type="checkbox"/> All targeted students in class have a growth target <input type="checkbox"/> Uses baseline or pre-test data to determine appropriate growth <input type="checkbox"/> Sets developmentally appropriate targets <input type="checkbox"/> Creates tiered targets, when appropriate, so that all students may demonstrate growth <input type="checkbox"/> Sets rigorous, yet attainable, targets <input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measures student learning as intended. <input type="checkbox"/> Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in	<input type="checkbox"/> Explains why the target is appropriate for the population <input type="checkbox"/> Addresses observed student needs <input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets <input type="checkbox"/> Sets rigorous expectations for students and teacher(s)



progress or mastery goal		excluded and if they are covered in another SLO		the course. <input type="checkbox"/> Provides a plan for combining assessments if multiple assessments are used <input type="checkbox"/> Authentic assessments have been reviewed	
--------------------------	--	---	--	---	--



Name:			Date:			
Grade: 5	Class: Mr. Teng		Unit/ORM: LM Unit 4: Schoolyard Habitats/Accurately paraphrasing, summarizing and quoting information gathered from various sources when building background knowledge during research.			
	Excellent (10)	Strong (9)	Proficient (8)	Fair (7)	Needs Work (6)	Beginning (5)
Important Ideas	The summary includes at least two main ideas with key details from text.	The summary includes the main ideas from the text, with one or two added details.	The summary includes the main ideas from the text, with obvious added details.	The summary does not include all the main ideas from the text.	The summary includes only a few ideas from the text, or reflects only a portion from the text.	The summary includes only ideas copied directly from the text.
Paraphrasing March 1, 2018 Pre-assessment	Paraphrasing is used accurately and smoothly. Two to three main ideas with supporting details are included.	Paraphrasing is used accurately, with a bumpy spot or two. Two main ideas and supporting details	Paraphrasing is used with accuracy, but not smoothly. There is one main idea with supporting details	There are a few places where the paraphrased ideas are not accurate.	Serious inaccuracies show a limited understanding of the text.	The summary has been copied from the text, or is so short that there is no opportunity for paraphrasing.
Quoting	Quotes from the text are used sparingly and very strategically, with proper crediting of author or source	Quotes from the text are used sparingly and effectively, with proper crediting of author or source	Quotes from the text are used somewhat effectively, and credit is given to author or source.	The Summary has too many quotes from the text, and some do not give credit to author or source.	The summary consists almost entirely of quotes, without giving credit to the author or source.	The entire summary has been copied from the text without giving credit to the author or source.
Structure of text	The summary clearly reflects the structure of the text. If ideas are rearranged, it is done to make the ideas more clear.	The summary reflects the structure of the text.	The summary shows an awareness of the structure of the text, but an idea or two may be out of order.	The summary includes main topics from the text in the order in which they appeared.	The ideas in the summary do not reflect the structure of the text.	The ideas in the summary are copied directly from the text.
Word choice	Vocabulary from the text is used with precision. The summary includes clear and precise academic language.	Vocabulary from the text is used. The summary includes clear language, with an attempt at academic language.	Vocabulary from the text is used. The summary is clear and easy to read.	Some vocabulary from the text is used, but minor errors in word choice reduce clarity.	Vocabulary from the text is used incorrectly. In general, the summary is difficult to read and understand.	The summary includes only words copied directly from the text.

Schoolyard Habitat Note-Taking Organizer

Directions: Use this chart to record your information from the resources provided. Keep your research question in mind as you take your notes: How can schoolyard habitats help protect a variety of local species.

Resources	Notes	Citation
<p>Forest</p> 		<p>NatureWorks. Temperate Deciduous Forests. http://www.nhptv.org/natureworks/nwep8c.htm</p>
<p>Wetland</p> 		


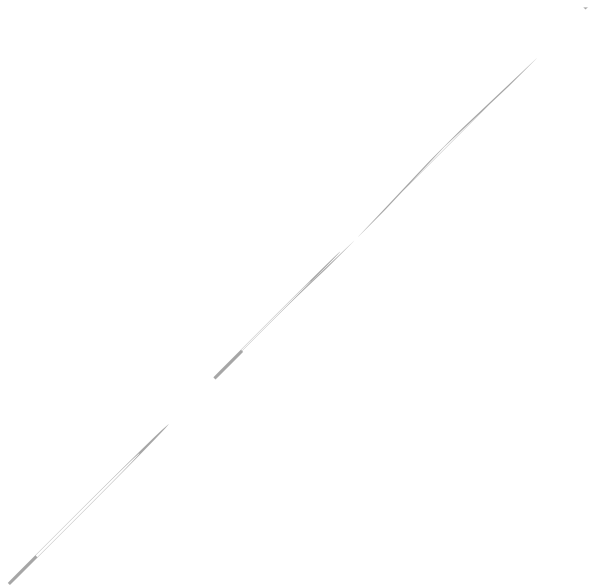
Other		
		

Image Sources: [Microsoft](#) clip art

Name:



References

Kletzien, S.B. I used my own word! Paraphrasing Informational texts. International Reading Association, Readwritethink.org. Retrieved from:
<http://www.readwritethink.org/classroom-resources/lesson-plans/used-words-paraphrasing-informational-1177.html>