



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education Student Learning Objectives English to Speakers of Other Languages (ESOL) Exemplars

In an effort to support Local Education Agencies (LEA), the Teacher and Leader Effectiveness Division has developed Student Learning Objective (SLOs) exemplars for use with English to Speakers of Other Languages courses. The exemplars are a support tool and not intended to be the only options available as establishing an effective growth measure remains a LEA determined decision.

Guidance:

- ACCESS for ELLs scores may be utilized as the growth measure for teachers of English learners (EL) as ACCESS provides a measure of English language acquisition.
- If a teacher of EL students serves as the teacher of record for the academic content of a course as in sheltered models or innovative models utilized across the state, the content measure should serve as the student growth measure.
- Although scale scores (100-600) are best practice for measuring growth, performance bands (I-IX) as established by the State of Georgia's Title III program offer another option. Performance bands are easily interpreted and understood by teachers and administrators as well as other stakeholders.
- Composite scores from ACCESS for ELLs should be utilized for Student Learning Objectives.

Exemplar 1:

Using the chart below utilized by the State of Georgia's Title III program to calculate Annual Measurable Academic Objectives (AMAO) for ESOL program effectiveness, growth can be measured by the nine (9) established performance bands.

Progress refers to the percentage of students that demonstrate Annual Progress in English Language Acquisition (APLA). APLA is defined as EL students with two comparable data points who move in a positive direction from one cohort performance band to another as measured by Georgia's annual test of English Language Proficiency, ACCESS for ELLs.

Performance Band	ACCESS – Composite Score	Performance Point Range
I	1.0-2.2	1.3
II	2.3-3.3	1.1
III	3.4-3.9	0.6
IV	4.0-4.3	0.4
V	4.4-4.6	0.3
VI	4.7-4.9	0.3
VII	5.0-5.2	0.3
VIII	5.3-5.5	0.3
IX	5.6+	N/A



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W-APT or MODEL results (or other appropriate measure as determined by the district) can be utilized as the pre-test score when an ACCESS score from the prior year is unavailable. A Kindergarten Listening & Speaking score of <29 would be considered a score of 1.0 (Performance Band I). Scores from MODEL are reported in a similar format to ACCESS Composite Scores and can serve as the pre-test score.

Sample SLO statement:

From August 2014 – March 2015, 100% of the third grade students served through the ESOL program in ABC School System will improve English language skills as measured by ACCESS for ELLs. Students will increase from their pre-assessment scores to their post assessment scores based on the following:

The previous year's ACCESS for ELLs composite score expressed in performance bands will serve as the pre-test measure. If a prior year's score is unavailable, W-APT or MODEL results (or other appropriate measure as determined by the district) results can be utilized for the pre-test score. A Kindergarten Listening & Speaking W-APT pre-test score of <29 will be considered 1.0 or Performance Band I.

English learners will demonstrate **expected growth** by positive movement of one performance band as measured by performance band scores from ACCESS for ELLs utilizing the State of Georgia's Title III AMAO chart. **High growth** will be demonstrated when students demonstrate an increase of two performance bands as measured by scores from ACCESS for ELLs utilizing the State of Georgia's Title III AMAO chart.

Students with a previous score (pre-test) of 5.6 will demonstrate expected growth by **maintaining** a score of 5.6 or greater.

Exemplar 2:

Utilizing scale scores from ACCESS for ELLs is considered best practice. Through careful examination of historical data, LEAs can determine the mean or median growth of students served in ESOL programs. Based on the data, the LEA can establish the expected and high growth targets. If utilizing scale scores, data should be examined by grade levels before establishing the growth target. For the purpose of Student Learning Objectives, the composite score is recommended for use despite the weighted score.

Example:

Third grade students served through the ESOL program in ABC School System demonstrated a median growth in scale scores of 25 points based on a multi-year examination of historical data.



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From August 2014 – March 2015, 100% of the third grade students served through the ESOL program in ABC School System will improve English acquisition skills as measured by ACCESS for ELLs. Students will increase from their pre-assessment scores to their post assessment scores based on the following:

The previous year's ACCESS for ELLs composite scale score will serve as the pre-test measure. If a prior year's score is unavailable, W-APT or MODEL results (or other appropriate measure as determined by the district) results can be utilized for the pre-test score. A Kindergarten Listening & Speaking W-APT pre-test score of <29 will be considered a scale score of 100.

English learners will demonstrate **expected growth** by scoring a 25 point increase as measured by scale scores (100-600) from ACCESS for ELLs. **High growth** will be demonstrated when students demonstrate a 35 point or greater increase as measured by scale scores from ACCESS for ELLs.

Students with a previous score of 500 or greater will demonstrate expected growth by **maintaining** a score of 500 or greater.

The above exemplars are examples to serve as a framework if determined appropriate by LEAs. Actual SLO growth targets should be based on a review of historical data. LEAs should also utilize resources provided by the WIDA Consortium when establishing growth expectations.



Student Learning Objective (SLO) Template for Teachers

Teacher's Name:

Content/Subject Area: ESOL Grade 2

School:

Date:

<i>SLO Component</i>	
<i>Objective Summary Statement</i>	<p>1. Summarize the long term academic goal for students.</p> <p>Students will demonstrate growth in writing as measured on the WIDA ACCESS writing test.</p>
<i>Data Review & Baseline Evidence</i>	<p>2. Describe and explain the process and information used to create this SLO.</p> <p>Based on the 2012 WIDA ACCESS data, all of the students (9/9) scored 3.5 or below on the writing section of the WIDA ACCESS test.</p> <p>1.9 to 2.5 – 1 student 2.6 to 3.0 – 6 students 3.1 to 3.5 – 2 students</p> <p>SCORING: (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5- Bridging, 6-Reaching)</p> <p>Students' Strengths: Reading (8 out of 9 students scored between 4.5 and 6.0 on the WIDA ACCESS reading test) Students' Weaknesses: Writing (Students' scores ranged from 1.9 to 3.5 on the WIDA ACCESS writing test)</p>
<i>Student Population</i>	<p>3. Describe and explain the student group(s) selected for this SLO.</p> <p>9 intermediate second grade ESOL students</p>
<i>Learning Content</i>	<p>4. Describe the specific content focus for this SLO.</p> <p>WIDA ELD Standard 1: Social and Instructional Language (Level 4) Maintain diaries or journals of related sentences about personal experiences involving feelings and emotions.</p> <p>WIDA ELD Standard 2: The Language of Language Arts (Level 4) Describe sequence of events related to characters and settings in illustrated stories using graphic organizers.</p> <p>CCSS: W.2.4.A.2.a Write to express personal ideas using a variety of forms W.2.4.A.1.b Write a first draft with a main idea and supporting details W.2.4.A.2.e Write a variety of responses to text such as response logs</p>
<i>Instructional Interval</i>	<p>5. Describe the instructional period for this SLO.</p> <p>School year 2013-2014 (October -- May)</p>

**Student Learning Objective (SLO)
Template for Teachers**

Target	<p>6. Describe and explain the expectations for student growth for students included in this SLO.</p> <p>Students who earned between 1.9 to 2.5 on the 2012 WIDA ACCESS writing test will earn at least 3.0 on the 2013 WIDA ACCESS writing test.</p> <p>Students who earned between 2.6 to 3.0 on the 2012 WIDA ACCESS writing test will earn at least 3.6 on the 2013 WIDA ACCESS writing test.</p> <p>Students who earned between 3.1 to 3.5 on the 2012 WIDA ACCESS writing test will earn at least 4.0 on the 2013 WIDA ACCESS writing test.</p>
Evidence of Growth	<p>7. Describe what evidence will be used to determine student progress or growth.</p> <p>By the end of the school year, all students will demonstrate growth in writing on the WIDA ACCESS writing test.</p>
Strategies	<p>8. Describe and explain the key instructional strategies selected for implementation to support students in reaching the growth target for this SLO.</p> <ul style="list-style-type: none"> • Brainstorm main ideas and supporting details using a web graphic organizer • Identify main ideas and supporting details • Produce short paragraphs with main idea and some details • Identify sequence of events using a sequence chart • Have students collect work samples throughout the school year for a portfolio that will demonstrate the growth in their writing proficiency.
Teacher Professional Development (PD) and Support	<p>9. Describe and explain the professional development opportunities that will support your instruction for this SLO.</p> <ul style="list-style-type: none"> • Attend ongoing WIDA professional development on using WIDA ACCESS writing rubric. • Collaboratively score writing with students' classroom teachers to ensure that progress is being made. <p>Describe and explain any additional materials or resources that will support your instruction and assist students in meeting the growth target for this SLO.</p>
<p>Target Results</p> <p>To be completed by the teacher prior to the End of Instructional Interval Conference</p>	

**Student Learning Objective (SLO)
Template for Teachers**

<i>Activity</i>	<i>Date</i>	<i>Teacher's Signature</i>	<i>Principal's Signature</i>
<p><i>Initial Conference</i> Include comments as needed.</p>			
<p><i>SLO Approved</i></p>			
<p><i>Mid-Interval Review</i> Include comments or mid-interval adjustments if applicable.</p>			
<p><i>End of Instructional Interval Conference</i> Include comments as needed. Score SLO using chart below.</p>			
<i>Final Rating & Score</i>			
<p>Total possible points for this SLO</p> <p align="center">points</p>	<p>Choose one:</p> <p>Insufficient Attainment of Target (33% x total possible points) = pts</p> <p>Partial Attainment of Target (67% x total possible points) = pts</p> <p>Full Attainment of Target (100% of total possible points) = pts</p>		

Additional Comments:

cc. Teacher
Principal



Wisconsin Student Learning Objective (SLO) Example

After reviewing data and identifying student population for whom SLO will apply, create Student Learning Objectives. Submit SLO Plan to evaluator prior to Evaluation Planning Session.

Subject Area/Grade Level

English Language Learner Teacher, Grades 4

Baseline Data and Rationale: *(Why did you choose this objective? What evidence can you provide related to your current student population's baseline abilities as it relates to this goal?)*

When preparing for the year, I looked at each of my 16 students' ACCESS scores from 2013-2014 when they were in 3rd grade. Based on ACCESS scores, I recognized that my students were lowest in the Speaking portion of the ACCESS test. Also, my student's 3rd grade ELL Teacher told me the students struggle with speaking out loud, even more so when it is reporting out to a larger group.

Specifically for the Speaking portion of ACCESS, I recognized:

- 3/16 students scored at English Language Proficiency Level 1.0-1.9 (Entering).
- 5/16 students scored at English Language Proficiency Level 2.0-2.9 (Emerging).
- 5/16 students scored at English Language Proficiency Level 3.0-3.9 (Developing).
- 3/16 students scored at English Language Proficiency Level 4.0-4.9 (Expanding).
- 0/16 scored at English Language Proficiency Level 5.0-6.0 (Bridging and Reaching).

To get more information about my student's English Language Proficiency Level in Speaking, I designed a performance task and used the WIDA Can Do Descriptors: 3-5 (Speaking) to assess each student's English Language Proficiency Level for Speaking. The performance task consisted of students having to individually make up a story and answer questions to correspond with pictures I showed them.

This baseline assessment mostly the data from the 2013-2014 ACCESS test results:

- 2/16 students scored at English Language Proficiency Level 1.0-1.9 (Entering).
- 6/16 students scored at English Language Proficiency Level 2.0-2.9 (Emerging).
- 5/16 students scored at English Language Proficiency Level 3.0-3.9 (Developing).
- 3/16 students scored at English Language Proficiency Level 4.0-4.9 (Expanding).
- 0/16 scored at English Language Proficiency Level 5.0-6.0 (Bridging).

WIDA Can-Do Descriptors: Grades 3-5 (Speaking)

Level 1: Entering	Level 2: Beginning	Level 3: Developing	Level 4: Expanding	Level 5: Bridging
Express basic needs or conditions	Ask simple, everyday questions (e.g., "Who is absent?")	Answer simple content-based questions	Answer opinion questions with supporting details	Justify/defend opinions or explanations with evidence
Name pre-taught objects, people, diagrams, or pictures	Restate content-based facts	Re/tell short stories or events	Discuss stories, issues, and concepts	Give content-based presentations using technical vocabulary
Recite words or phrases from pictures of everyday objects and oral modeling	Describe pictures, events, objects, or people using phrases or short sentences	Make predictions or hypotheses from discourse	Give content-based oral reports	Sequence steps in grade-level problem-solving
Answer yes/no and choice questions	Share basic social information with peers	Offer solutions to social conflict	Offer creative solutions to issues/problems	Explain in detail results of inquiry (e.g., scientific experiments)
		Present content-based information	Compare/contrast content-based functions and relationships	
		Engage in problem-solving		

Learning Content and Grade Level: *(What appropriate standards relate to this goal?)*

The SLO will address 4th grade Common Core Standards for Presentation of Knowledge and Ideas:CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

The SLO will also address the English Language Development Standard 1: Language Arts : English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts and English Language Development Standard 2: Social Studies: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

My 16 ELL students are integrated with non-ELL students for Language, Arts, Social Studies, and Math classes, but I only co-teach them during Language Arts and Social Studies. I also have a small daily "pull out" Literacy Support class that consists only of the 16 English Language Learners in my caseload.

For this reason, my SLO will address content in speaking for both Language Arts and Social Studies.

Student Population: *(Who are you going to include in this objective? Indicated in the rationale above?)*

All 16 students in my case load will be included in this goal.

Targeted Growth: *(What is your goal for student growth?)*

Based baseline data collected from on my performance task and rubric:

- 2 students who scored at English Language Proficiency Level 1.0-1.9 (Entering) will score at 2.0-2.9 (Emerging).
- 6 students scored at English Language Proficiency Level 2.0-2.9 (Emerging) will score at 3.0-3.9 (Developing)
- 5 students scored at English Language Proficiency Level 3.0-3.9 (Developing) will score at 4.0-4.9 (Expanding).
- 3 students who scored at English Language Proficiency Level 4.0-4.9 (Expanding) will score at 5.0-6.0 (Bridging).

Interval: *(How long will you focus on this objective?)*

2014-2015 School Year

SLO Goal Statement: *(Specific, Measureable, Attainable, Results-based, and Time-bound)*

By June 2015, 100% of my ELL caseload will demonstrate one level of growth in their ability to speak the English language as measured by the WIDA Can-DO descriptors: 3-5 (Speaking).

Instructional/Leadership Strategies and Support: *(What methods or interventions will you use to support this objective?)*

Twice per quarter use the WIDA Can-Do Descriptors: 3-5 (Speaking) to rate different performance tasks that are aligned to the CCSS.ELA-Literacy.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Collaborate with co-teacher to develop Speaking Performance Tasks to be integrated into Content classrooms.

Develop unit in Literacy Support class that outlines the WIDA Can-Do Descriptors and each student's English Language Proficiency Level. Then consistently refer to these levels and the Can-Do Descriptors for supports in content-area classes and at home.

Work with co-teacher to use WIDA Can-Do Descriptors in content-area classrooms.

Work with co-teacher to develop additional small group share-out activities, and increase the vocal participation of ELL students.

In Literacy Support Class, develop and practice public speaking stems and write out/practice answers to questions for students to share out loud in class.

Incorporate a series of formative assessments to include:

- *Having small group weekly check-ins with all students on our caseload
- *Having a weekly sharing time in Literacy Support class where students "report" out what they learned
- *Keeping track of number of times ELL students share in class and coaching students/prepping student to share more.
- *Twice per quarter performance assessments.
- *Quarterly check-ins with students and their parents should reference student growth according to the WIDA Can-Do Descriptors, especially within speaking.
- *Take Culturally-Responsive Learning/UDL class to give me more ideas to enable ELL students to feel comfortable and motivated to speak out in class.

