

## Grade 3 Reading Sample SLO & IAGD Development Form

<b>Teacher:</b>	<b>School:</b>	<b>Content Area:</b> Reading Comprehension
<b># Of Students Covered by This SLO:</b> 19	<b>Grade:</b> 3	<b>Date:</b>
<b>% Of Students Covered by This SLO:</b> 100%	<b>Evaluator:</b>	
<b>Step 1:</b>	District/School Objectives: <ul style="list-style-type: none"> <li>All elementary teachers will further develop their capacity and implement effective literacy practice into their daily instruction, which supports a balanced literacy instructional practice. (read-think-alouds, mini-lessons, guided reading, shared reading, independent reading)</li> <li>All elementary teachers will analyze student results on a regular basis and use this information to inform and differentiate instruction.</li> <li>All elementary teachers in a specific grade level or subject area will make commitments to instruct specific strategies to all students with mastery.</li> <li>All teachers will embed 21st century skills into learning tasks.</li> </ul>	
Examine/consider core district and school goals.		
<b>Guiding Question:</b>		
<ul style="list-style-type: none"> <li>What are the focus areas for student growth?</li> </ul>		
<b>Step 2:</b>	I have reviewed my students DRA2 scores from the end of grade 2 and sat with their grade 2 teachers to discuss each student's reading comprehension competence. 4 of my students have a reading IEP and 2 students are receiving Reading support with the Basic Skills teacher.	
Consider student characteristics and analyze available baseline student outcome data.		
<b>Guiding Questions:</b>		
<ul style="list-style-type: none"> <li>Who are your students?</li> <li>What is their current level of achievement?</li> </ul>		
<b>Step 3:</b>	My third grade students will demonstrate mastery in reading comprehension skills as evidenced by their SBAC reading results.	
Write SLOs based on student population/characteristics and available student outcome data.		
<b>Guiding Question:</b>		
<ul style="list-style-type: none"> <li>What goals make sense for this group of students?</li> </ul>		

<b>Step 4:</b>	This SLO meets the following standards: CCSS RL.3.1-10; RI.3.1-10; RF.3.3-4
Write a rationale for the SLO focus area.	
<b>Guiding Question:</b>	
<ul style="list-style-type: none"> <li>Why is this target selected for this group/class?</li> </ul>	The School Improvement Plan articulates the goal for all students to be reading on grade level or higher. Reading Comprehension is assessed on the grade 3 CMT and factors into our SPI. The Common Core calls for all students to be able to read grade level texts with purpose and understanding and to read with sufficient accuracy and fluency to support comprehension.
<b>Step 5:</b>	100% of my students will show at least 1 year's worth of growth on the grade 3 SBAC interim reading assessments between September and May.
Write 1 (or more) IAGD's for each SLO.	
<b>Guiding Questions:</b>	
<ul style="list-style-type: none"> <li>What assessment(s) will you use to measure student improvement?</li> <li>What time period is associated with this objective (semester, quarter, year)?</li> </ul>	
<b>Step 6:</b>	<ul style="list-style-type: none"> <li>I will create flexible guided reading groups and meet every day with my most challenged groups.</li> <li>I will conduct bi-weekly Running Records and individual Reading Conferences to monitor student progress and utilize the data to guide my small group instruction.</li> <li>I will coordinate my instruction with the Special Education and Basic Skills teachers so that students are receiving highly coordinated and focused instruction that addresses their needs.</li> </ul>
Write an action plan for attaining the SLO/IAGD	
<b>Guiding Question:</b>	
<ul style="list-style-type: none"> <li>What methods/instructional strategies will you use to accomplish this SLO/IAGD?</li> </ul>	
<b>Step 7:</b>	Date of Goal-Setting Conference:
Collaboratively discuss SLOs/IAGDs, and come to consensus/agreement with primary evaluator at the goal-setting conference.	
<b>Guiding Questions:</b>	
<ul style="list-style-type: none"> <li>Do we agree that these are appropriate goals?</li> <li>What evidence will we gather to monitor progress toward these goals?</li> </ul>	
<b>Step 8:</b>	Guided reading group anecdotal notes, running records, reading comprehension checks,

Formatively & summatively assess and track students' progress toward the objective(s).	reading conferences, AIMSWEB and DRA2 progress monitoring, CFAs and reading comprehension assignments. In addition, I will maintain a portfolio for each student below grade level.
<p style="text-align: center;"><b>Guiding Question:</b></p> <ul style="list-style-type: none"> <li>• How will you monitor and document student outcomes over time?</li> </ul>	
<p style="font-size: 1.2em; margin: 0;"><b>Step 9:</b></p>	My grade level PLC will be very valuable to me along with the Basic Skills teacher. I would like the opportunity to observe my struggling students when they receive support from the Special Education teacher or Basic Skills teacher to observe them in an alternate setting and learn from my colleagues. I need to expand my repertoire of best instructional practices to meet the needs of my struggling readers
Identify professional learning supports.	
<p style="font-size: 1.2em; margin: 0;"><b>Guiding Question:</b></p>	
<ul style="list-style-type: none"> <li>• What professional learning support would help you attain this objective?</li> </ul>	