



Georgia Department of Education LEA Student Learning Objective (SLO) Statement

This form provides teachers and leaders with an overview of the LEA-developed Student Learning Objective for every SLO course in a school system. Please see the GaDOE SLO Operations Manual for more guidance and information about the process aligned with the completion of this form.

General Information

LEA Name	State Funded Course Number	State Funded Course Title	Grade(s)
Mountain County Schools	23.0520000 - British Literature/Composition	British Literature and Composition	
Collaboratively Developed <i>List SLO Development & Assessment team members and roles:</i>			
Ellen Cox, Teacher Jack Davis, Teacher Matt Scherer, Teacher Gretchen Lupke, Department Chair Marietta Moore: Curriculum Director			
Pre-Assessment Window		Post-Assessment Window	
August 2014		May 2015	

SLO Statement

From August 2014 to May 2015, 100% of British Literature & Composition students will improve their knowledge of author's purpose, point of view, tone, figurative language, and character analysis in fictional and informational texts as measured by the Mountain County Schools British Literature & Composition SLO Assessments. Students will increase from their pre-assessment scores to their post-assessment scores on the Mountain County Schools British Literature & Composition SLO Assessments as follows:

Growth Target

The minimum expectation for individual student growth is based on the formula which requires each student to grow by increasing his/her score by 35% of his/her potential growth. $\text{Pre-Assessment Score} + [(100 - \text{Pre-Assessment Score}) * \text{Expected Growth}] = \text{Target}$.

Example using 40 on a Pre-Assessment:

$$40 + [(100 - 40) * .35]$$

$$40 + [(60) * .35]$$

$$40 + [21] = 61$$

A score of 61 is the expected growth target for the post-assessment.

Students increasing their score by at least 60% of their potential growth would be demonstrating high growth. A score of 76 or above is the high growth target.

1	<p>Selected Standards <i>Determine which standards are worthy of the students' and teachers' focus for the given instructional period (typically a school year or semester). List the standards and reference number.</i></p>	<p>ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELACC11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELACC11-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on</p>
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2	<p>Description of Assessment A brief description of the pre and post SLO measures should be provided here. It should specifically include sources used in the assessment development. These could consist of commercially developed or locally/regionally developed</p>	<p>one another to produce a complex account; provide an objective summary of the text.</p> <p>ELACC11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>Please check one: <input type="checkbox"/> State Exemplar <input type="checkbox"/> Commercially Developed <input checked="" type="checkbox"/> Locally Developed <input type="checkbox"/> Regionally Developed</p> <p>The Mountain County Schools British Literature & Composition SLO pre-assessment is a diagnostic tool designed to determine students' knowledge of prerequisite skills for this course. Items were selected from released tests and created by team members. The pre-assessment consists of 10 constructed response questions and an essay question. The pre-assessment has a point value of 100 total points. The Mountain County Schools British Literature & Composition post-assessment consists of 10 constructed response questions and one essay question. Items are either from released tests or created by team members. The post-assessment has a total of 100 points.</p>																														
3	<p>District Baseline Data or Historical Data/Trends Baseline data, previous data, or data trends are the foundation of the SLO since they provide the basis for the SLO growth target. Provide a description of the data used here.</p>	<p>Data from the August 2012 SLO pre-assessment and the May 2013 SLO pre-assessment for this course are in charts below. These data support the rationale for the SLO's content foci and growth targets.</p> <p>Data from the August 2012 pre-assessment are below:</p> <table border="1"> <thead> <tr> <th>Exceeds</th> <th>Meets</th> <th>Progressing</th> <th>Emerging</th> <th>Critical Need</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>26</td> <td>134</td> <td>507</td> <td>1019</td> </tr> </tbody> </table> <p>Data from the May 2013 post-assessment are below:</p> <table border="1"> <thead> <tr> <th>Exceeds</th> <th>Meets</th> <th>Progressing</th> <th>Emerging</th> <th>Critical Need</th> </tr> </thead> <tbody> <tr> <td>69</td> <td>193</td> <td>310</td> <td>496</td> <td>577</td> </tr> </tbody> </table> <p>Data from the August 2013 SLO pre-assessment is in the chart below in charts below. These data support the rationale for the SLO's content foci and growth targets.</p> <table border="1"> <thead> <tr> <th>Exceeds</th> <th>Meets</th> <th>Progressing</th> <th>Emerging</th> <th>Critical Need</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>11</td> <td>31</td> <td>228</td> <td>1526</td> </tr> </tbody> </table>	Exceeds	Meets	Progressing	Emerging	Critical Need	11	26	134	507	1019	Exceeds	Meets	Progressing	Emerging	Critical Need	69	193	310	496	577	Exceeds	Meets	Progressing	Emerging	Critical Need	4	11	31	228	1526
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