

Student Learning Objective (SLO) Template for Teachers

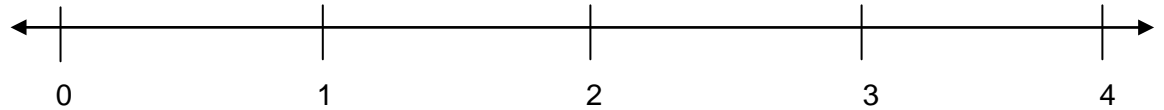
Teacher's Name _____ School _____ Date _____

<i>SLO Component</i>	
<i>Objective Summary Statement</i>	<p>1. Summarize the long term academic goal for students.</p> <ul style="list-style-type: none"> • Develop an understanding of fractions as numbers including being able to locate them on a number line and comparing fractions with like denominators or like numerators.
<i>Data Review & Baseline Evidence</i>	<p>2. Describe and explain the process and information used to create this SLO.</p> <ul style="list-style-type: none"> • Use activity based on 2.G.A.3 as baseline assessment to determine student understanding of partitioning a circle or rectangle into 2, 3, or 4 equal parts
<i>Student Population</i>	<p>3. Describe and explain the student group(s) selected for this SLO.</p> <ul style="list-style-type: none"> • Teacher-selected grade 3 students
<i>Learning Content</i>	<p>4. Describe the specific content focus for this SLO.</p> <ul style="list-style-type: none"> • 3.NF.A.2b – Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line. • 3.NF.A.3d – Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. • SMP 1 – Make sense of problems and persevere in solving them. • SMP 4 – Model with mathematics.
<i>Instructional Interval</i>	<p>5. Describe the instructional period for this SLO.</p> <ul style="list-style-type: none"> • Evaluation completed at end of one quarter of instruction
<i>Target</i>	<p>6. Describe and explain the expectations for student growth for students included in this SLO.</p> <ul style="list-style-type: none"> • Students will use their understanding of the unit fraction to locate various fractions on a number line and compare their value.
<i>Evidence of Growth</i>	<p>7. Describe what evidence will be used to determine student progress or growth.</p> <p>Portfolio of student products, including</p> <ul style="list-style-type: none"> ○ paper-pencil tasks <ul style="list-style-type: none"> ▪ teacher created formative and summative assessments ▪ School system short-cycle and benchmark assessments ○ student interviews ○ student video and/or pencast

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For example, collect samples of a student's response to the following prompt (administered as an interview, video, and/or paper-pencil activity):

Mark the location of $\frac{2}{3}$ on the number line below.




Now mark the location of $\frac{5}{3}$ on the number line.

Write a comparison of $\frac{2}{3}$ and $\frac{5}{3}$ using $>$, $=$, or $<$ and explain their relationship using words, numbers and/or diagrams.

- **Assessment Baseline:** Evaluation of the student's initial response to the given prompt when administered early in quarter one. Subsequent student responses will become increasingly detailed/sophisticated as the student's conceptual

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	understanding of fractions as numbers develops. Growth will be measured by the student's level of reasoning about fractions as numbers as demonstrated over time.
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"> • Build on students' prior knowledge of fractions as halves, thirds, and fourths gained through their geometry experiences of partitioning rectangles and circles into equal parts (1.G.3 and 2.G.3). • Connect the fraction words, halves, thirds, and fourths, to counting by unit fractions, such one-half, two-halves, three-halves, etc. Describe and represent fractions by counting by unit fractions, e.g., <div style="text-align: center;">  </div> <p>“This figure is divided into four equal parts called fourths. It represents a number less than one. I can count by fourths to name the number represented by the shaded parts, $1/4$, $2/4$, $3/4$. Three-fourths and one more fourth makes 1.”</p> <ul style="list-style-type: none"> • Provide opportunities for students to partition and iterate to represent fractions as numbers using area, set, and number line models. • Identify and describe equivalent fractions as representing the same number. • Compare fractions by using benchmarks of 0, $1/2$, and 1, and by reasoning about the size of parts (denominator) and number of parts (numerator).
Teacher Professional Development (PD) and Support	<p>9. Describe and explain the professional development opportunities that will support your instruction for this SLO.</p> <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>
Target Results	
To be completed by the teacher prior to the End of Instructional Interval Conference	

Activity	Date	Teacher's Signature	Principal's Signature
Initial Conference Include comments as needed.			

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

Additional comments:

cc. Teacher
Principal