Wisconsin Student Learning Objective (SLO) Plan

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

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<tr>
<th>Name of Teacher</th>
<th>Names of Reviewers</th>
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<tr>
<td>Mr. Johnson</td>
<td>Ms. Smith</td>
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<th>Content Area/Grade Level</th>
<th>Date Reviewed</th>
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<td>Computer Literacy/9th – 12th Graders</td>
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Student Learning Objective (SLO):
Basic understanding of computer applications, document setup, and professional technology use is essential for college and career readiness. Students will demonstrate knowledge of these skills throughout the Computer Literacy course. 0% of students received higher than a 73% on the baseline assessment. By the end of the course, 80% of my students will meet or exceed their differentiated targets with the expectations listed below.

Baseline Data and Rationale: (Why did you choose this objective?)
Baseline data is based on the district developed pre-/post-exam for the Computer Literacy course. The baseline exam was given in the first week of school. Below is a breakdown of how students scored:
- 46% of the students (11 students) scored between a 4% and 25%
- 38% of the students (9 students) scored between a 26% and 45%
- 17% of the students (4 students) scored above a 45%

Computer Literacy is a course designed to help students develop the skills necessary for college and career readiness. This course focuses on: personal growth in computer application, Web 2.0 analysis and use, proofreading, and producing professional documents.

This course requires students to learn, demonstrate, and produce standard professional documents while learning and mastering application basics that are requisites for success in other areas of education, career, and life. This course lays the foundation for other courses in the business department and IT pathways; as well as, provides a strong connection to the life-long technology skills necessary for college and the workforce.

Learning Content: (What content will the SLO address?)

Wisconsin Business & Information Technology Standards:
- IT1.a.9.h: Use multiple input technologies to input data.
- IT1.b.11.h: Develop and apply templates to expedite document creation.
- IT1.b.13.h: Collaborate on documents using multi-user features such as tracking changes, merging documents, and online collaboration.
- IT1.c.8.h: Analyze data using various scenarios and goal-seeking to make business decisions.
- IT1.e.5.h: Analyze a business task and apply the most appropriate emerging tool for the situation.

Common Core Standards:
- CCRW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCRW6: Use technology, including the Internet, to produce and publish, writing and to interact and collaborate with others.
- WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CCLRL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCLRL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCLRL6: Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Student Population: (Who are you going to include in this objective?)
24 students in the Computer Literacy course; this class consists of 15 males and 9 females; 2 with IEPs, 1 with a 504 plan, and 1 ELL student

Interval: (How long will you focus on this objective?)
This SLO will cover the length of this semester course for the XX-YY school year. This course meets 5 days per week for 50 minutes.

Assessment/Evidence Source(s): (How will you measure the outcome of your objective?)
The evidence for this SLO is based upon student scores on the district developed computer literacy pre-assessment and post-assessments. This assessment is based upon demonstrated skills, multiple choice questions, and short answer section (error analysis). The assessment includes clear scoring guides and a rubric to assess content knowledge and demonstrated skill levels.

IEP and 504 Plans will be followed as applicable.

The administration of the pre-assessment will occur during the first two full weeks of school. The post-assessment will be administered during finals week.
**Targeted Growth: (What is your goal for student growth?)**

The target for my students is as follows:
- 80% of my students will meet or exceed their differentiated targets with the following expectations:
  - Students who scored between a 4% and 25% on the pre-assessment will earn a 65% on the post-assessment.
  - Students who scored between a 26% and 45% on the pre-assessment will earn a 70% on the post-assessment.
  - Students who scored above a 45% on the pre-assessment will earn an 80% on the post-assessment.

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

Opportunities to practice skills on this assessment is built into almost every project and unit in the course.

Assignments will be structured to allow for partner/peer critique, peer demonstration, and also individual “check offs” through rubrics at various points throughout the course.

I will seek support from the ELL and Special Education specialists to support students in these courses needing additional supports.