This template is designed to help teachers create SAOs. A complete SAO must include the planning information found in the SAO instructional guide.

|  |  |
| --- | --- |
| **Course/Grade Level Information** | |
| Course Name | Reading Block |
| Brief Course Description | The hour and a half reading block in first grade is used to teach students the foundational skills of reading including decoding skills, fluency, and accuracy. The purpose of these skills is so that students are able to demonstrate comprehension of grade-level appropriate texts. |
| Grade Level(s) | Grade 1 |
| Course Length | Year-long |

|  |  |
| --- | --- |
| **Process, Implementation Timeline, and Sign-Offs** | |
| List the names and current job positions of those developing this SAO. | Sarah Jackson, Grade 1 Teacher  Mary Barlow, Grade 1 Teacher  Sam Carmen, Grade 1 Teacher |
| Administrator Name & Title | Dr. Thompson |
| Administrator sign-off of initial SAO |  |

**Directions for Establishing a Learning Goal:** Use the planning information and the SMART Review to refine and tailor the description of the learning goal you described**.**

.

| **Learning Goal:** a description of the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum. | |
| --- | --- |
| **Learning Goal for this SAO:** | |
| Describe the **learning goal** for this SAO. | Students in grade 1 will read on grade-level literature and informational text, with fluency and accuracy, in order to answer comprehension questions related to key ideas and details, craft and structure, and integration of knowledge and facts, using evidence from the text to support their responses. |

*\*See planning pages*

**Directions for Documenting Assessments and Scoring:** Use the planning information to refine and tailor the description and use of assessments you described.

| **Assessments and Scoring:** Assessments should be of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned. | |
| --- | --- |
| **Assessments** **for this SAO** | |
| Describe the **assessments** (such as performance tasks and their corresponding rubrics) that measure students’ understanding of the learning goal[[1]](#footnote-1). | Students will respond to a comprehension question that is appropriate for the text and that includes the expectation that the student will provide details to support their response. The response to the comprehension question will be through writing, although the writing will not be scored. A sample question may be:  **Prompt:** How did the fish feel in the beginning of the story, in the middle, and at the end? Use details from the story to explain why his feelings changed. |
| Explain how student performance is defined and scored using the assessments. Include the specific rubric and/or scoring criteria to be used. | Student responses will be scored using a 0-3 point scoring criteria guideline:  **3 Points**   * The response provides a complete answer to the task (e.g., a statement that offers a correct answer as well as text-based support). * The response provides specific, appropriate, and accurate text-based evidence (e.g., naming, describing, explaining, or comparing) or examples.   **2 Points**   * The response provides a partial answer to the task (e.g., indicates some awareness of the task and at least one text-based detail). * The response attempts to provide sufficient, appropriate details (e.g., naming, describing, explaining, or comparing) or examples; may contain minor inaccuracies.   **1 Point**   * The response provides an incomplete answer to the task (e.g., indicating either a misunderstanding of the task or no text-based details). * The response provides insufficient or inappropriate details or examples that have a major effect on accuracy. * The response consists entirely of relevant copied text.   **0 Points**   * The response provides insufficient material for scoring. * The response is inaccurate in all aspects. |

*\*See pages 9-10 in the Instructional Guide for Developing Student Achievement Objectives*

**Directions for Establishing Targets:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.

| **Targets:** identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate. | |
| --- | --- |
| **Actual Performance from Baseline Data** | |
| Identify the actual performance (e.g., grades, test scores, etc.) from the collected baseline data used to establish starting points for students and place students into “starting” groups such as high, typical, and low. | Students should demonstrating the ability to read and comprehend text at or above the Fountas & Pinnell Reading **Level C** at the beginning of the school year, at a **Level F** mid-year and at a **Level I** by the end of the year. Using the baseline data collected at the beginning of the year the following is the starting points for the students:  3/19 in the advanced group (starting at or above mid-year level)  9/19 in the average group (starting at beginning of the year level)  7/19 in the low group (starting below the beginning of the year level or unable to respond to the comprehension question) |
| **Expected Targets for this SAO** | |
| Using students’ starting points, identify the **number or percentage of students** expected at each achievement level based on their end-of-course assessment performance(s). | By the end of the year students will be in the following groups:  5/19 in the advanced group (beginning to mid-year level for grade 2)  12/19 in the average group (end of grade 1 level)  2/19 in the low group (between the mid- to end-of-year expected level or unable to respond to the comprehension question) |

**Directions:** Complete this section at the end of the instructional period.

| **Actual Outcomes:** identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate. | |
| --- | --- |
| Record the **actual** number or percentage of students who achieved the targets. |  |
| Please provide any comments you wish to include about actual outcomes: | |

*\*See pages 11-12 in the Instructional Guide for Developing Student Learning Objectives*

**Directions for Teacher Ratings**: The table below is to be used by the administrator reviewing the SAO to document the teacher rating based on the targets that were established.

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher Ratings:** Based on the results of the learning goal, assessments/tasks, and targets of this SAO, a teacher rating is noted below. | | | |
| **Does Not Meet**  Based on the students’ starting points, students performed worse than expected. | | **Meets**  Based on the students’ starting points, students performed as expected. | **Exceeds**  Based on the students’ starting points, students performed better than expected. |
| Administrator comments: | | | |
| Date | Administrator Signature | | |
| Date | Teacher Signature  (the signature does not necessarily indicate agreement with the rating) | | |

*\*See page 13 in the Instructional Guide for Developing Student Learning Objectives*

1. Assessments and rubrics need to be established as high quality, such as through the Assessment Review Tool. [↑](#footnote-ref-1)