



POLK COUNTY
PUBLIC SCHOOLS

STUDENTS FIRST

Polk County Public Schools

Student Achievement Objectives

Improving the Quality

Good to Better:

**Grade 7 English Language Arts
Example**

Grade 7 English Language Arts Example

LEARNING GOAL

Directions for Establishing a Learning Goal: Use the planning information to refine and contextualize the description of the learning goal.

Learning Goal: a description of the specific knowledge and skills that support 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

Good

Students in grade 7 will write an argumentative essay which includes a thesis statement, claim, counter-claim, supporting evidence, use of domain-specific language, and conclusion, in response to a writing prompt citing multiple sources supporting their claim as evidenced by the FSA based rubric.

Explanation

The Learning Goal includes general knowledge and skills that students will learn (aspects of an argumentative essay-thesis statement, claim, supporting evidence, language, and conclusion) and how they will demonstrate their knowledge (responding to an argumentative writing prompt). **This Learning Goal would be strengthened by articulating the specific expectations that students will know and demonstrate based on the expectations in the rubric. By reversing the order of the components of the Learning Goal this would become clearer.**

Students are expected to demonstrate their learning by integrating knowledge from different sources through an essay. This is a rigorous year-long expectation in an English language arts class. **It is unclear if the different sources are narrative text, informational text, or a combination of the two.**

This Learning Goal is a “slice” of the curriculum that will extend beyond a unit as students will be engaged in learning and demonstrating the ability to read and comprehend various texts, synthesize information, take a stand and communicate a claim with supporting evidence in response to a prompt in an essay.

Better

Students in grade 7 English language arts will be able to demonstrate the expectations of an argumentative essay, including a clear purpose, focus, organization, evidence and elaboration from multiple sources, and conventions of standard English when responding to writing prompt. The response will include a claim, acknowledgement of a counter-claim, relevant evidence demonstrating comprehension and analysis of narrative and informational text, elaborative strategies, domain-specific vocabulary, and appropriate use of conventions.

LEARNING GOAL PLANNING QUESTIONS

Directions for Establishing a Learning Goal: After completing the entire table, use the planning information to write the description of the learning goal.

Learning Goal: a description of the specific knowledge and skills that support 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.

Planning Information for Writing the Learning Goal

Good

Big Idea:

Effective writing leads to effective communication of ideas and thoughts.

<i>Explanation</i> Identifies a big idea in English language arts.	
{Nothing else is required.}	<i>Better</i>
<p>Content Standards:</p> <p>LAFS.7.RI.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.7.RI.3.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>LAFS.7.W.1.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>LAFS.7.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<i>Good</i>
<p><i>Explanation</i></p> <p>Both reading and writing standards, which are critical from demonstrating comprehension, selecting evidence for the written essay, are included with the standard number and the wording to ensure that the standard aligns to the expectations of the Learning Goal. Since this Learning Goal is in an English language arts class, it is feasible that students would be expected to use content from literature, as well as informational text, when creating an argumentative essay. For example, after reading a text that includes cloning (e.g., <i>The House of the Scorpion</i> by Nancy Farmer) and reading informational texts, students might be expected to write an argumentative paper either in support of or against cloning, using evidence from both text types. Consequently, including reading literature standards would be necessary. Additionally, students will be expected to demonstrate a central idea or theme, and to analyze the texts in order to create the argumentative writing.</p>	<i>Explanation</i>
<p><u>Reading Literature</u></p> <p>LAFS.7.RL.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.7.RL.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>LAFS.7.RL.2.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><u>Reading Informational Text</u></p> <p>LAFS.7.RI.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.7.RI.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>LAFS.7.RI.3.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>LAFS.7.RI.3.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><u>Writing</u></p> <p>LAFS.7.W.1.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an</p>	<i>Better</i>

understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.7.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.7.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Good

Important and Meaningful:

Using multiple sources, taking a stance on an issue, and being able to justify/explain that stance is essential in high school, college, and careers.

Explanation

This statement is true for all students and supports the big idea. **What is required here is for an explanation as to why this Learning Goal was selected for the teacher’s students. Referencing a need based on school, district, or even past history of the teacher would strengthen the explanation as to why the Learning Goal is important and meaningful.**

Better

Students at my school do well with basic comprehension, but struggle with analyzing text. Additionally, students struggle with writing from sources and integrating more than one source into an essay. More specifically, grade 7 students struggle with moving beyond citing evidence to explain and elaborate how the evidence supports their claim. Therefore, this Learning Goal is important and meaningful as it will address a college and career readiness skill of analysis and evidence-based writing using multiple sources.

Good

Deep Understanding:

Use reasoning and evidence to generate criteria for making and supporting an argument of judgment is an assessment at a DOK level 3.

Explanation

This Learning Goal does represent a DOK Level 3 expectation. The explanation provides details that support this level of cognitive rigor. **The Learning Goal anticipates students demonstrate both close reading and writing to analyze; this Deep Learning statement would be strengthened by adding the reading expectation.**

Better

Analyzing interrelationships among concepts, issues, or problems within multiple texts and using reasoning and evidence to generate criteria for making and supporting an argument of judgment is an expectation at a DOK level 3.

Good

Instruction:

The teacher will model and use think-alouds to demonstrate analyzing sources while using the document camera and/or projector throughout the year. A gradual release model will be used allowing students to analyze text while working in collaborative teams or pairs. Students will be taught to use the writing process by preplanning using a graphic organizer, revising, and editing their writing.

Explanation

A broad description of the instructional process the teacher will use is included. Some specific tools and strategies are included (graphic organizers, modeling, and gradual release). **The instruction includes analyzing specific texts and the second part addresses how the students will engage in the writing process. It is unclear what the teacher will do to instruct students on this process. This section is intended to provide a description of the strategies that**

the teacher will use to instruct students, not a description of what students are expected to do.

Better

The teacher will model and use think-alouds throughout the year to demonstrate analyzing a specific source, then analyzing multiple sources. This modeling and think aloud approach will demonstrate how to comprehend text, the authors' central idea(s), and how to select evidence to support an idea. Additionally, the teacher will model each aspect of writing an argumentative essay (making a claim and writing a claim statement, writing an introductory paragraph, organizing ideas and evidence, integrating evidence into a body paragraph, explaining evidence and using elaboration strategies, writing a concluding paragraph) after reading several texts on a similar topic/subject and making a pro-con decision about the topic/subject. A document camera, projector, and chart paper will be used to collect evidence and ideas on the topic/subject. A gradual release model will be used allowing students to analyze text while working in collaborative teams or pairs. The writing process will be taught through modeling and fishbowl activities allowing students to learn the steps to preplanning using a graphic organizer, revising, and editing their writing.

The rubric will be provided with clear expectations outlined. The rubric along with model essays (both exemplary and ones of lesser quality) will be used to illustrate what high quality argumentative essay writing looks like. Students will also have access to the rubric each time they are writing so they can use it as a checklist to self-assess their written response to the prompt.

Good

Time Span:

One to two class periods (45 minutes) per week for the entire school year.

Explanation

The Learning Goal is complex as it integrates both reading and writing concepts. Therefore, these expectations require significant amounts of time. While it is a "slice" of the curriculum and students will be engaged in other expectations of reading and writing, this Learning Goal will require significant amounts of time at certain points in the unit. **One to two class periods is probably on the low side of the average amount of time needed to teach this Learning Goal. Additional explanation of how this time is appropriate would strengthen this response.**

Better

Two to three class periods (45 minutes) per week for the entire school year; however, there are times that the Learning Goal will not be the focus during several weeks as a novel is read, for example, and other times where it will be the focus for an entire week or two.

Good

Appropriate and Sufficient:

This time is appropriate and sufficient as the majority of the week will be spent on the fundamentals of reading and writing. The days allocated to this Learning Goal will allow for analyzing text and/or applying what has been read to creating an argumentative essay.

Explanation

The statement provides an explanation of how the teacher is thinking about the use of time and why one or two class periods are sufficient. **However, given the testing results and the identified needs of students, this amount of time is much too ambitious and not sufficient for students to learn, practice, and demonstrate this complex task of integrating reading and writing into a coherent essay. Additionally, students will need multiple opportunities to practice this Learning Goal.**

Better

Reading comprehension will be taught in class on a daily basis. Subsequently students will be reading and analyzing text throughout the course of the year. The days allocated to this Learning Goal will allow for synthesizing ideas/concepts and learning how to integrate the reading ideas and evidence from multiple sources into an argumentative essay.

ASSESSMENTS AND SCORING

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

Good

Formative assessments: Checklist, check-in's, short writing samples

Summative assessments: Students will write a comprehensive argumentative essay fully answering a seventh grade writing prompt using text evidence to support their claim and demonstrating the expectations of the standards and writing rubric. Example prompt: *Write an essay in which you take a position on whether or not mistakes are a key part of discovery.*

Explanation

The examples identified are formative assessments. **However, it is unclear how these formative assessment tools are appropriate for this Learning Goal and how the teacher is going to use them. Clarification would improve the quality of this aspect of the assessments section.**

The description and example summative assessment aligns to the expectations of the Learning Goal in which students are expected to respond to prompt to write an argumentative essay. **Several additions to this description will strengthen the response. Within the prompt, it is helpful to indicate that students are using text sources to respond to the prompt and the specific criteria that will be scored should be clearly identified.**

Better

Formative assessments –

- Short writing samples (e.g., one body paragraph with evidence) in response to a prompt based on current text being read will be used to determine students' ability to demonstrate different aspects of comprehension and essay writing, such as using valid and appropriate evidence to support a claim.
- Checklists will be used by students and the teacher to monitor students' demonstration of the necessary requirements of an essay (claim, evidence, explanation, etc.).
- Check-ins with students will occur on a one-on-one basis during writing workshop to determine students' needs and to provide assistance with these needs.

Summative assessments- Students will be given prompts focusing on the English language arts concepts from the unit of study that requires students to provide a written argumentative essay that includes stating a claim, acknowledgement of a counter-claim, relevant evidence demonstrating comprehension, elaborative strategies, and domain-specific vocabulary,

Example prompt: We have been reading about how characters and real individuals make both large and small mistakes in their search for new ideas and information. Write an argumentative essay in which you take a position on whether or not mistakes are a key part of discovery. Use both the narrative and informational texts to support your stance.

Be sure to:

- include information from all the passages in your essay,
- write a multi-paragraph essay that includes a claim, counter-claim, evidence from multiple sources, an explanation, elaboration techniques, and domain-specific vocabulary.
- organize your essay to include 1) a clear purpose and focus, 2) thorough development with an explanation of how the text evidence supports your claim, 3) elaboration techniques, and 4) appropriate use of grammar and conventions.

Good

Defining and Scoring Performance:

Summative assessments:

Students will be scored using a 0-4 analytic rubric, which includes a score for:

- Thesis statement: Claim introduces topic/claim clearly and previews what's to follow;
- Connection to thesis statement: Writing takes NO detour from thesis statement;
- Counter-claim: Clearly acknowledged alternate or opposing claims
- Strength of Support: Effective use of citing evidence—all evidence is specific, relevant, and supports the writer's position demonstrating comprehension and analysis of multiple text sources;
- Expression of Ideas/Use of language: Clear and effective expression of ideas; uses precise content specific language
- Sentence Structure: Varied sentence structure
- Conventions (spelling, capitalization, punctuation, and word order) Errors in conventions does not distract reader from the content. No pattern of errors.

The full rubric will be provided during the beginning of the year SAO conference for review.

Explanation

The explanation illustrates that the scoring tool is an analytic rubric with four levels and criteria that somewhat aligns to the expectations of the Learning Goal. **While the expectations identified above are included in the Learning Goal, they are aspects of the different criteria on the FSA rubric. There should be a direct alignment between the described expectations and the rubric criteria. It is beneficial to provide an example of one criterion to demonstrate how the criteria and expectations are aligned and that they demonstrate an appropriate progression.**

The purpose of formative assessments is to make instructional decisions based on students' misconceptions, misunderstandings, or ability to apply their learning and to subsequently make immediate instructional adjustments. Therefore, it was not necessary to provide information on defining and scoring formative assessment performance.

Better

Summative assessments:

Students will be scored using a 0-4 analytic rubric, which includes three criteria:

- **Purpose, Focus and Organization:** clear claim and effective organizational structure; addressed alternate or opposing claims; Logical progression of ideas from beginning to end with a satisfying introduction and conclusion.
- **Evidence and Elaboration:** credible evidence supporting the claim, variety of elaborative techniques to support the claim and understanding of the topic and text; precise language, academic and domain-specific vocabulary.
- **Conventions of Standard English:** no patterns of errors; appropriate use of punctuation, capitalization, sentence formation, and spelling.

Below is an example of the **Purpose, Focus, and Organization** criteria.

Level 4:

The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear claim and effective organizational structure creating coherence and completeness. The response includes most of the following:

- Strongly maintained claim with little or no loosely related material
- Clearly addressed alternate or opposing claims
- Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas
- Logical progression of ideas from beginning to end with a satisfying introduction and conclusion
- Appropriate style and tone established and maintained

Level 3:

The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear claim and evident organizational structure with a sense of completeness. The response includes most of the following:

- Maintained claim, though some loosely related material may be present
- Alternate or opposing claims included but may not be completely addressed
- Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas
- Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion
- Appropriate style and tone established

Level 2:

The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a claim with an inconsistent organizational structure. The response may include the following:

- Focused claim but insufficiently sustained or unclear
- Insufficiently addressed alternate or opposing claims
- Inconsistent use of transitional strategies with little variety
- Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion

Level 1:

The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible claim and little or no discernible organizational structure. The response may include the following:

- Absent, confusing, or ambiguous claim
- Missing alternate or opposing claims
- Few or no transitional strategies
- Frequent extraneous ideas that impede understanding
- Too brief to demonstrate knowledge of focus or organization

The full rubric will be provided during the beginning of the year SAO conference for review.

ASSESSMENTS AND SCORING PLANNING QUESTIONS

Directions for Documenting Assessments and Scoring: After completing the entire table of planning questions, use the planning information to write the description and use of assessments and scoring criteria or rubrics.

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.

Planning Information for Explaining the Use of Assessments and Scoring

Good

Collecting summative and formative data:

Formative data will be collected throughout the week to monitor comprehension and analysis of texts, and writing skills.

Summative assessments will be collected quarterly for a total of four argumentative essays.

Explanation

The response identifies an appropriate period of time for the collection of four summative assessments.

The formative data are collected more often and includes both reading and writing concepts.

Better

{ Nothing else is required. }

Good

Use of Information:

Students struggling in either reading or writing, as evidenced by the formative assessments, will be retaught on the specific skill through mini-lessons in supportive small groups. Students struggling with same skills will be grouped accordingly.

Explanation

A description of the purpose and use of the formative information collected is provided. **The description of the leveled student groups seems to focus on students in need of remediation. This description would be strengthened if information were provided on how the data will be used for both students in need of remediation and enrichment. Additionally, no information is provided as to the purpose and use of the summative assessments.**

Better

Students struggling in either reading or writing, as evidenced by the formative assessments, will be retaught on the specific skill through mini-lessons in supportive small groups. Students struggling with same skills will be grouped accordingly.

Students who are readily demonstrating the ability to comprehend, integrate multiple texts, and apply them to a written essay will be provided with opportunities to explore self-generated argument questions. Students will be able to present their findings through different media, such as a *Prezi*.

The summative assessments will document progress as to how students demonstrate their ability to read and write using text into practice, and will guide major instructional towards the learning goal.

TARGETS

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

Good

Baseline Data Sources:

STAR Data, writing samples, previous FSA Writing Score.

Explanation

The baseline data sources are included and seem to be appropriately aligned to the expectations of the Learning Goal. **However, this would be strengthened by an explanation of what information these baseline data sources will provide.**

Better

STAR Data – administered in the first weeks of school will provide a summary of each student’s instructional reading level. This information will allow for differentiated instructional needs.

Informal writing sample – students will be given a text and question in which they need to write one paragraph that includes evidence from the text in support of a response.

Prior year FSA Writing Score – students in grade 6 respond to an informational writing prompt on the state test; however, the score will provide information about students’ writing to sources, in general.

Good

Target Levels Established:

Three target levels have been established for this class with the following performance outcomes expected by the end of the year:

High: Students in this level demonstrate text comprehension and analysis, and argumentative essay writing using text evidence. They are able to explain the evidence using elaboration techniques in response to a prompt with minimal intervention and support. The essay includes the success criteria included on the rubric. Students are consistently receiving 3s and 4s in all three criteria on the FSA argumentative writing rubric.

Average: Students in this level struggle with demonstrating comprehension, analysis and/or argumentative essay writing using text evidence. They struggle with explaining the evidence and/or using elaboration techniques in response to a prompt. Intervention and support is required on a regular basis. The essay includes some success criteria included on the rubric. Students are consistently receiving 3s and 2s in all three criteria on the FSA argumentative writing rubric.

Low: Students in this level require extensive scaffolding and support to demonstrate comprehension, analysis and/or argumentative essay writing using text evidence. They struggle with explaining the evidence and/or using elaboration techniques in response to a prompt without regular guidance and direction. Significant intervention and support is required on a regular basis for all aspects of the response. The essay includes the minimal success criteria included on the rubric. Students are consistently receiving 1s and 2s in all three criteria on the FSA argumentative writing rubric.

Explanation

This explanation includes the performance levels, an explanation of what students in each group are able to do, and the end of the year outcome data expected for each target level.

Better

{Nothing else is required}

Targets: identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.

Groups and Targets – students should be sorted into the levels identified below based on the Target Level set for the student. For example, a student may have a baseline level of ‘Approaching Expectations’ and a target level of ‘Exceeding Expectations’ has been set for that student. This student’s information should be recorded in the “Exceeding Expectations” level.

After the Final Level has been identified, teachers should identify whether each student met or exceeded their target = Yes OR did not meet their target = **No.**

Student Names	Baseline Level	Target Level	Final Level	Outcome (Yes-met or exceeded target No-did not meet target)
High Level				
A	High Level	High Level		
B	High Level	High Level		
C	Average Level	High Level		
D	Average Level	High Level		
E	Average Level	High Level		
F	Average Level	High Level		
G	Low Level	High Level		
H	Low Level	High Level		

Average Level				
I	Average Level	Average Level		
J	Average Level	Average Level		
K	Average Level	Average Level		
L	Low Level	Average Level		
M	Low Level	Average Level		
N	Low Level	Average Level		
O	Low Level	Average Level		
P	Low Level	Average Level		
Q	Low Level	Average Level		
R	Low Level	Average Level		
S	Low Level	Average Level		
Low Level				
T	Low Level	Low Level		

TARGETS PLANNING QUESTIONS

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.

Planning Information for Writing the Target Used to Define Teacher Performance

Good

Criteria for Baseline Levels:

STAR Data – administered in the first weeks of school provided information on the students’ ability to answer comprehension questions and to select evidence in support of a question on their instructional reading level

Informal Writing Sample – student responses to a prompt using a text, provided information about each student’s writing skills and ability to integrate textual information in response to a specific prompt.

Prior year FSA Writing Score – examining the students’ prior year FSA writing score provided information about their ability to demonstrate the expected criteria in an essay.

Explanation

Each assessment is identified and an explanation of the information provided from each assessment is included.

The explanation does not include how the different criteria from each assessment were used for placing students at the different starting levels. Additionally, the explanation does not demonstrate how all of the data sources were used in conjunction with each other.

Better

The informal writing samples and FSA Writing Score revealed students’ ability to develop a claim, locate evidence, provide an explanation, demonstrate an elaboration technique, and to organize their writing. The FSA argumentative rubric was used to determine initial levels.

For this assessment:

- When the student baseline data showed a majority of 3’s and 4’s for all criteria he/she was determined to be in the High baseline level.
- When the student baseline data showed a combination of 3’s and 2’s for all criteria he/she was determined to be in the Average baseline level.
- When the student baseline data showed a majority of 1’s and 2’s for all criteria he/she was determined to be in the Low baseline level.

The STAR data revealed students' ability to read and comprehend information based on their instructional reading level.

Combining this information allowed for determining students readiness for comprehending grade 7 text and their ability to select evidence in support of a prompt.

Good

Setting Target Levels:

Most students demonstrated the qualities of the Low Level (11 students) and Average Level (7 students). There were 2 students demonstrating the qualities of the High Level.

Explanation

The explanation provided identifies the number of students who demonstrate the qualities of the pre-requisite end-of-year expectations. The explanation refers to the qualities described based on the argumentative analytic rubric which was used to establish the baseline level. **The intention of this part of the planning section is to explain how students were placed in their target level. The explanation necessary is to identify specific behaviors students would exhibit to indicate how the target level was established and what would be expected of students in each level by the end of the school year.**

Better

Most students should be able to demonstrate growth by at least one level. Except for the 2 students beginning in the high level, and 3 students beginning in the average level, only one student met the criteria for remaining in the same low target level as the low starting level.

- When the various baseline data sources revealed mostly accurate knowledge of the criteria expected for comprehension and argumentative writing, he/she was determined to be in the High target level.
- When the various baseline data sources showed a student's ability to demonstrate some accurate knowledge of the criteria expected for comprehension and argumentative writing, he/she was determined to be in the Average target level.
- When the various baseline data sources showed student's ability demonstrate inaccurate knowledge of the criteria expected for comprehension and argumentative writing, he/she was determined to be in the Low target level.

Good

Ambitious and Realistic:

The students that I have targeted for the High target level can demonstrate a basic level of developing a claim, locating evidence, providing an explanation, demonstrating an elaboration technique, and organizing their writing. These students were able to read on or near grade level, and generally scored a 2 or 3 in either the *Purpose, Focus, and Organization* or *Evidence and Elaboration* portion(s) of the rubric. Two students starting in the low level who are ending in the high level are motivated and can read at or near grade level, but struggled in their writing. These students will benefit from the focused instruction I will provide that will help them shore up their ability to demonstrate the necessary skills for developing a proficient essay.

The three students beginning at the average level and remaining at the average level demonstrate wide discrepancies according to the baseline data. In other words the data for these students differed significantly from one baseline source to another. They indicated enough knowledge of the expectations to be placed in the Average Level and may remain at this level. However, they each have the potential to move to the High level by the end of the year.

This class is starting with a large number of the students in the Low target level. These students are reading below grade level and/or demonstrated a lack of grade-appropriate writing expectations. However, I expect them to be able to move to the Average level based on targeted instruction in both reading and writing. Some of these students have IEPs and will receive additional reading instruction which will enhance their ability to locate appropriate evidence in preparation for writing the argumentative essay.

The one student beginning and ending at the Low target level has significant reading concerns. Although this

student has an IEP and support, the student has other health concerns and misses a great deal of school. If the student attends on a regular basis, and engages with the targeted instruction, it is possible that the student could move to the Average target level.

Explanation

Based on the explanation provided above, the targets set for students are appropriate.

Better

- {Nothing else is required}