

High School Student Learning Objective:

English 2

High School English 2 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 the English 2 will respond to an argumentative or informational prompt with provided text sets and write an essay that includes effective selection of details and evidence, elaboration and justification of the selected evidence to support a controlling idea/thesis, effective organizational structure, appropriate style and tone, and conventions.

Explanation

The Learning Goal includes specific knowledge and skills that students will learn (components of an effective essay) and how they will demonstrate their knowledge (responding to an argumentative or informational writing prompt). **This Learning Goal would be strengthened by clearly articulating whether students are being measured on their comprehension of complex text and their ability to write an essay or just their ability to write an essay. By reversing the order of the components of the Learning Goal this would become clearer.**

Students are expected to integrate a variety of criteria in order to write their essay This complex expectation is a rigorous year-long expectation in English 2. **This Learning Goal would be strengthened with the identification of the type and level of text that students are expected to read and comprehend.**

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 grade-level texts relative to multiple topics, select evidence that supports a prompt that expects the synthesis of information, analyze the evidence in order to elaborate upon it and justify its use in response to a prompt, as well as integrating the components of an essay.

Better

Students in English 2 will demonstrate the ability to comprehend information from multiple grade-appropriate non-fiction and literary texts by choosing effective details and evidence that supports a controlling idea/thesis and demonstrate the ability to write an effective essay that includes elaboration and justification of the selected evidence, effective organizational structure, appropriate style and tone, and use of grade-level conventions when responding to an argumentative or informational prompt.

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:

The skills of good communication allow us to navigate the world around us more effectively.

Explanation

Identifies that the content is important within a real-world application. **The inclusion of comprehension would strengthen this Big Idea.**

Better

Understanding the views of others and the ability to communicate our own views allow us to navigate the world around us more effectively.

Good

Content Standards:

W.1.1- Writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.1.2-Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W 2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Explanation

Including the standard number, the wording of the standard and its subparts allows for ensuring that the standard aligns to the expectations of the Learning Goal. These are two significant writing expectations in high school. **Since this Learning Goal expects students to demonstrate comprehension of informational text and literature, specifically to select evidence in order to support a central idea/thesis, reading standards should be included in this section.**

Better

Writing Standards identified above along with the following standards:

- RL/RI 1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI 1.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI 1.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI 2.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI 2.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI 3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Good

Important and Meaningful:

In order for students to be able to articulate their knowledge through writing, they need to make purposeful decisions about how they are conveying their thoughts and ideas and whether or not those ideas are clear and understandable to the individual reading their work.

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

High school students in my school often struggle with differentiating informational writing and argumentative writing. It is important that they understand the difference between the two when presenting information in different contexts. As a school we have identified this as a need and are working collectively on strengthening student writing and supporting their understanding of the differentiation between the two modes of writing.

Good

Deep Understanding:

This learning will require students to work at a DOK level 3. Students will write in response to argumentative or informational prompts synthesizing information they have read and applying all of the individualized lessons to showcase clear and purposeful communication through a multi-paragraph essay.

Explanation

This Learning Goal does represent a DOK Level 3 expectation. The explanation provides details that support this level of cognitive rigor.

Better

{Nothing else is required.}

Good

Instruction:

1. Baseline essay to analyze prior knowledge.
2. Individual instruction/mini-lesson on (controlling idea, selection of details, elaboration/justification of details, organizational structure, appropriate style, objective tone).
3. Modification of baseline essay to enhance, adjust, or correct the skills being taught in the mini-lessons (controlling idea, selection of details, elaboration/justification of details, organizational structure, appropriate style, objective tone).
4. Baseline essay text coding.
5. Use of calibration sets and student work samples for analysis of skills.

Explanation

A broad description of the instructional strategies the teacher will use is included. The use of small group and individualized instruction is identified. **It is unclear how some of the identified strategies will be used. It would be helpful to provide additional explanation to clarify how the instruction will assist students in demonstrating the expectations of the Learning Goal. Since reading and comprehending text**

is expected, an instructional strategy should be included that focuses on this aspect of the Learning Goal, as well. Additionally, several of the instructional strategies appear to identify what the students will do rather than what the teacher will do. 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

4. Individual instruction/mini-lessons will be conducted on controlling idea, selection of details, elaboration/justification of details, organizational structure, appropriate style, objective tone. The topic will be based on the review of student writing.
5. Baseline essay text coding – after students have written the first essay, they will be taught to use a coding system in which they highlight specific aspects in their paper based on the skill taught during whole group and/or through small group/individual mini-lessons. When a new skill is addressed, the coding for that skill will be taught and students will use their essay to apply the coding system. Editing and revising, with guidance and support, of the essay will occur to allow the student to meet the proficient level.
6. Use of calibration sets and student work samples for analysis of skills – samples essays will be displayed and as a whole group we will analyze the writing based on the focus skill. I will do a think aloud as the paper is analyzed. Small group essay analysis will be facilitated to determine if students can locate strengths and needs in student writing. Student conversations will allow for immediate intervention and formative feedback.

Good

Time Span:

Writing instruction will occur for a minimum of 35 minutes a week up to 120 minutes over a two week period from August-April.

Explanation

The Learning Goal is complex and will require significant amounts of time as noted in the response. However, it is a “slice” of the curriculum and students are engaged in reading and strategies demonstrating comprehension of a variety of texts. Therefore, the amount of time identified is appropriate.

Better

{Nothing else is required.}

Good

Appropriate and Sufficient:

Students need robust and consistent instruction in writing to be able to thoroughly communicate their ideas. With weekly instruction in writing to address skills associated with the learning goal, students will have the scaffolding necessary to develop the skills in order to move towards mastery of the concepts and become strong writers using appropriate and sufficient text evidence.

Explanation

The statement provided reiterates why this Learning Goal is important for students to learn and that a significant amount of time is necessary to teach these concepts. **However, what is expected here is an**

explanation of how the learning goal is attainable within this period of time. In other words, why is the amount of time appropriate for this “slice” of the curriculum given other expectations in the teaching of English?

Better

Students enter English 2 with knowledge of the criteria expected in writing an essay. Longer periods of time will be necessary when students engage in discerning appropriate evidence from complex texts, explaining the significance of the evidence, and elaborating (inferences and generalizations) how the evidence supports the controlling idea/thesis. Shorter periods of time will focus on the skills involved in essay writing. The allotted time provides the necessary opportunities for students to deepen their understanding of these concepts and consequently to demonstrate the expectations of strong writers.

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

Summative Assessments-3 essays with provided texts and prompts

SAMPLE PROMPT:

Write an informational essay about the relationship between clothing styles and developments in clothing creation. Your multi-paragraph essay must be based on ideas, concepts, and information from the “Clothing Over Time” passage set.

Be sure to:

- use evidence from multiple sources; and
- avoid overly relying on one source.

Formative Assessments

- Analysis of the baseline essay
- Exit tickets
- Bell ringer journaling
- Text coding or text marking of personal writing and student exemplars
- Graphic organizers/outlines
- Anecdotal records of essay chats
- Student self-reflection on baseline essay editing and modification

Explanation

The example summative assessment aligns to the expectations of the Learning Goal in which students are expected to use multiple texts to write either an informational or argumentative essay. The explanation of the summative assessment includes that students will write three essays throughout the year. **Since the planning information in the learning goal section expects students to respond to prompts that elicit both informational and argumentative writing in order to ensure that students can distinguish the difference between the two, it would be beneficial if the teacher added a fourth writing assignment. This would help to be sure that students have multiple opportunities to learn and demonstrate the expectations of both modes of writing. Additionally, within the prompt, the specific criteria that will be scored should be clearly identified.**

The formative assessments identified are appropriate examples of formative assessments.

Better

Summative assessments: 2 informational essays with provided texts and prompts; 2 argumentative essays with provided texts and prompts

SAMPLE PROMPT:

The passage set, “Clothing Over Time” describes fashions and clothing styles since the 1920s. Read these passages and write a multi-paragraph essay analyzing the relationship between fashion, clothing styles, developments in clothing creation and how the different events in history have influenced and changed the way people have dressed throughout time.

Be sure to:

- use and cite evidence from multiple sources;
- explain and elaborate by justifying the use of the selected evidence by making inferences and generalizations that support your controlling idea/thesis;
- organize your essay effectively;
- use appropriate style, tone, and conventions.

Formative assessments: {Nothing else is required}

Good

Defining and Scoring Performance:

Summative assessments:

Students will be scored on the summative assessment using an analytic FSA rubric. The rubric includes three sections which includes the following criteria: Purpose, Focus, Organization; Evidence and Elaboration; Conventions of Standard English. The rubric has four levels of performance. The full rubric will be provided during the beginning of the year SAO conference for review.

Formative assessments:

The same rubric will be used to evaluate the quality of the formative work.

Explanation

The explanation illustrates that the scoring tool is a rubric with four levels and criteria that align to the expectations of the Learning Goal. **Although this is a state writing rubric, it would be beneficial to provide an example of the descriptors to illustrate how the quality of student work is defined, the distinction of the levels, and the progressive nature of the levels.**

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, formative assessments are not evaluated with a score. Additionally, based on some of the identified formative assessments, it is unclear how they would receive a score.

Better

Summative assessments:

Students will be scored on the summative assessment using an analytic FSA rubric. The rubric includes three sections which includes the following criteria: Purpose, Focus, Organization; Evidence and Elaboration; Conventions of Standard English. The rubric has four levels of performance. Below is an example of the Evidence and Elaboration criteria.

EVIDENCE & ELABORATION

4=Essay that contains smoothly integrated evidence that is relevant to that task, showcases a variety of elaboration techniques that demonstrate understanding of the text and topic.

3=Essay that generally integrates evidence from sources though references may be general or imprecise

2=Essay that provides cursory support/evidence for the controlling idea that has weakly integrated evidence that can be erratic or irrelevant to the expectation of the task

1=Essay with minimal, absent, erroneous, or irrelevant evidence from the sources given the expectations of the prompt

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

Formative assessments will be used to determine students' strengths and needs with respect to comprehending text and ability to demonstrate the criteria necessary to create an informational or argumentative essay based on a prompt and use of a text set.

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:

Summative data will be collected one time per nine weeks for the first three quarters.

Formative data will be collected 1-3 times per week based on pacing.

Explanation

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

As noted above, since the Learning Goal indicates that students need to differentiate between

informational and argumentative writing, an additional writing assessment should be included. Consequently, the period of time between the writing prompts will need to be decreased.

The formative is collected more often and given that this is a “slice” of the curriculum, it is probably appropriate.

Better

Summative data will be collected every six weeks for a total of 4 summative assessments (2 informational writing and 2 argumentative writing).

Formative data {Nothing else is required}

Good

Use of Information:

- Baseline essay at the beginning of the unit will be used to identify strengths and needs in the writings of each student and to create small groups for focused writing instruction or additional support.
- Student modification of baseline essays for specific skills (controlling idea, selection of details, elaboration/justification of details, organizational structure, appropriate style, objective tone)
- Summative Assessments over the course of the year will determine growth with the concepts as they apply to the writing.
- Student Portfolios will be kept with records of the baseline, the editing and modification of the baseline essay for the specific skills, anecdotal records, student reflections on growth connected to the skills, the summative assessments and rubrics that evaluate the mastery of the skills in the essay

Explanation

A description of the purpose and use of the data and 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 information will be used for both students in need of remediation and enrichment were provided.**

Better

The collected data will be used to reveal specific strengths and needs regarding the students’ ability to comprehend text and demonstrate the different components of essay writing. Specifically:

- Anecdotal notes will be used based on the analysis of the baseline essay, bell ringer journaling, exit tickets, and essay chats.
- The baseline essay will allow students to self-analyze using the rubric.
- Text coding or text marking and graphic organizers/outlines will be used by students and reviewed during individual student conferences and small groups
- Baseline essay editing and modification will be used for student self-reflection.
- All essays and along with text coding and marking, student self-reflections, and anecdotal records will kept in a student portfolio for review with students on a six-week basis.

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:

FSA 9th grade Writing Score-data provided will show previous year's score using the same writing rubric and give a starting point to indicate strengths and weaknesses in the student's skill set. This data may not generate information for all students.

Baseline essay #1-Students will be given a text to read and a prompt that emulates the format for which they will be asked to write. The FSA rubric will be used to analyze current skill sets in accordance with the criteria for controlling idea, selection of details, elaboration/justification of details, organizational structure, appropriate style, objective tone. This baseline will generate data for all students in the class.

Survey-Five question survey for students to directly communicate and reflect on their own writing style along.

Exemplar Analysis-Students will text code an exemplar piece of student writing for controlling idea, selection of details, elaboration/justification of details, organizational structure, appropriate style, objective tone. This data will allow the teacher to determine student understanding and recognition of the components of an essay. If students score well here but score lower when it comes to application of the components to their own writing, the discrepancy may be in the application of the component when on asked to demonstrate the skill independently.

Explanation

The baseline data included for establishing starting levels provides an overall understanding of students' knowledge of writing and the specific criteria being evaluated through the Learning Goal. **In addition to scoring the Baseline Essay #1, it would be beneficial to analyze the student work using a Student Work Analysis Protocol. This analysis will allow for a shift from scoring student work to diagnosing student performance. This diagnosis will provide a process to identify strengths, misconceptions or needs, to identify class patterns or trends across classes and over time, and to determine instructional next steps for each of these groups.**

Better

All aspects of the baseline data sources remain the same except for Baseline essay #1: Students will be given a text to read and a prompt that emulates the format for which they will be asked to write. Since this essay is the first in the body of work used to determine student achievement the FSA rubric will be used to analyze current skill sets in accordance with the criteria for controlling idea, selection of details,

elaboration/justification of details, organizational structure, appropriate style, objective tone. This baseline will generate data for all students in the class. Additionally, the student work will be analyzed using a Student Work Analysis Protocol. The analysis will allow for determining strengths, misconceptions or needs, class patterns or trends across classes, and to determine instructional next steps for each of the groups identified through the use of the Protocol.

Good

Target Levels Established:

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

High Level: Students in this level consistently read and demonstrate comprehension of various texts and independently apply the criteria of essay writing.

Average Level: Students in this level demonstrate comprehension of most on-grade level texts and apply the criteria of essay writing with minimal intervention and support.

Low Level: Students in this level struggle with reading and comprehending on-grade level texts and/or applying the criteria of essay writing often requiring intervention and support.

Below Level: Students in this level require extensive scaffolding and support to read and comprehend texts and to apply the criteria of essay writing.

Explanation

This explanation includes the performance levels and a broad explanation of what students in each group are able to do. **Since this is a high school class, one addition to these explanations would be to add the end of year outcome data for each target level.**

Better

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

High Level: Students in this level consistently read and demonstrate comprehension of various texts and independently apply the criteria of essay writing. Students should be consistently receiving 4s and 3s in all three criteria on the FSA rubric.

Average Level: Students in this level demonstrate comprehension of most on-grade level texts and apply the criteria of essay writing with minimal intervention and support. Students should be consistently receiving 3s in all three criteria on the FSA rubric.

Low Level: Students in this level struggle with reading and comprehending on-grade level texts and/or applying the criteria of essay writing often requiring intervention and support. Students should be consistently receiving 3s and 2s in all three criteria on the FSA rubric.

Below Level: Students in this level require extensive scaffolding and support to read and comprehend texts and to apply the criteria of essay writing. Students should be consistently receiving 1s and 2s in all three criteria on the FSA rubric.

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	High		
B	High	High		
C	Average	High		
D	Average	High		
E	Average	High		
F	Average	High		
Average Level				
G	Average	Average		
H	Average	Average		
I	Average	Average		
J	Average	Average		
K	Average	Average		
L	Average	Average		
M	Average	Average		
N	Average	Average		
O	Low	Average		
Low Level				
P	Below	Low		
Q	Below	Low		
R	Below	Low		

S	Below	Low		
T	Below	Low		
Below Level				
U	Below	Below		

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:

- FSA 9th grade Writing Score revealed students' scores for each criteria and allowed me to determine both individual and class strengths and needs.
- Baseline essay #1 revealed similar information as the FSA 9th grade writing score given a less stressful situation and after the summer.
- Five Question Survey identified that most students liked to write but did not enjoy reading.
- Exemplar Analysis exposed that although most students like to write, they were not able to explicitly detect the various components of an essay.

Explanation

Each assessment is identified and an explanation of the information provided from each assessment is included. **The explanation does not include the specific criteria from each assessment that was 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

- FSA 9th grade Writing Score revealed students' scores for each criterion on the FSA rubric and allowed me to determine both individual and class strengths and needs.
- Baseline essay #1 revealed similar information as the FSA 9th grade writing score given a less stressful situation and after the summer learning loss.

For each of the above assessments:

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

- When the student baseline data showed a majority of 1's for all criteria he/she was determined to be in the Below Level baseline level.

Exemplar Analysis exposed that although most students like to write, they were not able to explicitly detect the various components of an essay.

For this assessment:

- When the student demonstrated the ability to locate the majority of the writing criteria without support he/she was determined to be in the High baseline level.
 - When the student demonstrated the ability to locate some of the writing criteria without support he/she was determined to be in the Average baseline level.
 - When the student demonstrated the ability to locate some of the writing criteria with support he/she was determined to be in the Low baseline level.
 - When the student struggled to locate specific writing criteria with scaffolding and support he/she was determined to be in the Below baseline level.
- Five Question Survey identified that most students liked to write but did not enjoy reading. The survey was used to verify the above results.

A cross-check between the FSA 9th Grade Writing Score, Baseline essay #1, Exemplar Analysis, and Survey was conducted in an effort to determine if there were any major discrepancies.

Good

Setting Target Levels:

Most students were borderline on the test data and should adequately move a level for all writing criteria or show growth with one or two criteria. Students Low or Below level will be able to strengthen foundational skills which will automatically move them to the desired target based on the rubric.

Explanation

The explanation provided identifies that all students will be able to demonstrate improved achievement by the end of the year. Struggling students will also improve based on foundational skills becoming more secure in their knowledge. The explanation refers to the 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 would be strengthened with the identification of specific behaviors students would exhibit that 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. Only one student met the criteria for remaining in the below expectations target level.

- When the various baseline data sources illustrated consistent knowledge of text comprehension and the writing criteria, he/she was determined to be in the high level target level.

- When the various baseline data sources showed a student’s ability to generally read and comprehend most on-grade level texts and demonstrate the writing criteria he/she was determined to be in the meets expectations target level.
- When the various baseline data sources showed a student’s ability to read and comprehend most on-grade level texts and demonstrate the writing criteria with support, he/she was determined to be in the low expectations target level.
- When the various baseline data sources showed that the student required significant scaffolding and support to read and comprehend on-grade level texts and demonstrate the writing criteria with support, he/she was determined to be in the below expectations target level.

Good

Ambitious and Realistic:

These targets are both realistic and ambitious. The targets are based on the expectations of the standards taught in grade 10 and all students, including those in the below and low groups, will be able to demonstrate progress.

Explanation

Based on the explanation provided above, the targets set for students are appropriate. **This explanation would be strengthened with the inclusion of why the one student in the below level remained in this level. Additionally, including information on how the target levels established for students demonstrates at least a year’s worth of growth for a year’s worth of instruction would be beneficial.**

Better

These targets are realistic and ambitious for this English 2 class.

- Two students began the year consistently demonstrating comprehension of on-grade level text and knowledge of the writing criteria. These students were able to analyze a writing sample and independently determine most of the expected writing criteria, and they both indicated that they like to read and write. These students will remain at the high level.
- Four students began the year demonstrating general comprehension of on-grade level text and knowledge of the writing criteria. These students were able to independently locate some of the writing criteria from the sample, and they indicated that they like to write. With appropriate mini-lesson support, these students will be able to move to the high level.
- Eight students starting in the average level will remain at this level. These students were able to locate some of the writing criteria from the writing sample with support, and they indicated that they like to write. Additional support will be required for reading on-grade level text. These students will make a year’s worth of growth and remain at the average level.
- One low student started the year on the border of the average level. This student should be able to demonstrate the expectations of the average level by the end of the year with support in reading and writing.
- Five below level students started the year on the border of the low level. These students were able to demonstrate comprehension and identify some writing criteria with support and scaffolding. Some of these students also indicated that they like to write when they had help.

These students should be able to demonstrate the expectations of the low level by the end of the year with consistent support and scaffolding.

- One student began the year in the below level and will remain in this level. This student struggled with all aspects of reading, comprehension, and writing. Although remaining in the below level, this student should be able to demonstrate movement on the rubric for at least one criterion.