

|  |
| --- |
| Polk County Public Schools |
| Student Achievement Objectives |
| *Improving the Quality* |

***Improving the Quality of Student Achievement Objectives***

Polk County Public Schools is entering its third year (2019-20) of implementing Student Achievement Objectives (SAO). SAOs are content- and grade- or course-specific learning goals which describe what students should know and be able to do at the end of that course. They are measurable academic expectations that the teacher sets at the beginning of the course or term for all students or for subgroups of students to be achieved by the end of an established interval of time (school year or semester), employing baseline data gathered at the beginning of the course to determine students’ ending points. SAOs can constitute an instructional improvement process, driven by teachers in all grades and subjects.

**Student Achievement Objectives are comprised of three key components that are expected to meet criteria found on the SAO Quality Rubric. These three components are the:**

1. **Learning Goal: a description of what students will be able to do at the end of the course or grade;**
2. **Assessment(s): measurement of students’ understanding of the learning goal;**
3. **Targets: the expected student outcome by the end of the instructional period.**

As teachers have become accustomed to writing SAOs and administrators to evaluating them, the goal is to improve their quality. This document provides examples of SAOs from various grades and content areas that have been considered as acceptable quality ***(Good)***, with an explanation of why it is acceptable quality and how it can be written to be of higher quality ***(Better)***. The higher quality examples provide greater clarity with respect to each section of the SAO, and more specifically, provides greater specificity of what students are expected to learn and demonstrate and how the teacher is evaluating the students’ learning. All the acceptable quality examples provided here have been drawn from those previously developed in the District which clearly demonstrates that Polk County Public School teachers and administrators are poised to improve the quality of the SAOs.

Many thanks to Dr. Jeri Thompson, Center for Assessment, for compiling the SAOs, analyzing their quality, and supporting the improvement of them in Polk County Public Schools.

**Elementary**

**Student Learning Objective:**

**Third Grade Mathematics**

|  |
| --- |
| Polk County Public Schools |
| Student Achievement Objectives |
| *Improving the Quality* |

**Third Grade Mathematics 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***  Third grade students will use mathematical models (drawings, number lines, diagrams and equations) and/or strategies (patterns, inverse operations, equal groups, arrays, properties of operations) to solve multi-step problems involving addition, subtraction, multiplication or division. Students should also be able to explain or justify their decisions. |
| ***Better*** |

**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:**  Understanding mathematical relationships is an important concept. |
| ***Better*** |
| ***Good***  **Content Standards:**  MAFS.3.OA.2.5: Apply properties of operations as strategies to multiply and divide. Examples: Identity property, Commutative property of multiplication, Associative property of multiplication, and Distributive property.  MAFS.3.OA.4.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  MAFS.3.MD.1.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.  MAFS.3.MD.1.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.  MAFS.3.MD.2.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.  MAFS.3.MD.3.7: Relate area to the operations of multiplication and addition.  a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.  b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole number products as rectangular areas in mathematical reasoning.  c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and (b + c) is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.  d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.  MAFS.3.MD.4.8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. |
| ***Better***  {Nothing else is required.} |
| ***Good***  **Important and Meaningful:**  Students need to learn how to use mathematical models and strategies to give them a more concrete conceptual understanding of mathematics; only then can they apply this knowledge to solve real-world problems. |
| ***Better*** |
| ***Good***  **Deep Understanding:**  The learning goal being measured requires students to decide which way to solve a real-world problem and justify why they chose to solve a problem a certain way. *DOK 2* |
| ***Better*** |
| ***Good***  **Instruction:**   1. Direct instruction on different types of math models. 2. Direct instruction on different math strategies. 3. Model how to use the models and strategies to solve math problems. 4. Discussions with teacher and peers about how to explain why they solved a problem a certain way. |
| ***Better*** |
| ***Good***  **Time Span:**  This learning goal has a year-long focus, taught daily for 45-60 minutes per day. |
| ***Better*** |
| ***Good***  **Appropriate and Sufficient:**  Problem solving is a critical cornerstone of understanding math in third grade and beyond. It is very important that students understand the “how’s and why’s” of problem solving, as well as being able to justify their answers. This will require the full amount of time identified for instruction. |
| ***Better*** |

**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 and Formative Assessments:**  Summative assessment: Students will solve real-world problems that include the expectation that they will choose the appropriate model and/or strategy needed to solve the problem. Students are expected to use correct units of measure and be able to justify their answers.  Example prompt: *Emily drinks 235 millimeters of orange juice each day. She started with 1000 mL. How much orange juice will be left after three days?*  Formative assessments: Exit tickets and journaling. |
| ***Better*** |
| ***Good***  **Defining and Scoring Performance:**  Student responses for each summative will be scored using a 1-3 point analytic math problem-solving rubric created by the third grade team. The criteria to be analyzed include mathematic thinking and strategy use, justification of strategy and answer, and computation. The three levels include 3 – meets or exceeds expectations, 2 – partially meets the expectation, and 1 – expectation needs improvement. The full rubric will be provided during the beginning of the year SAO conference for review. |
| ***Better*** |

**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 every 4-6 weeks.  Formative data will be collected weekly. |
| ***Better*** |
| ***Good***  **Use of Information:**  The collected data will be used to reveal specific information about the students’ ability to solve real-world story problems and to develop the use of a variety of models or strategies. Leveled student groups can be formed based on the data with an instructional focus on the skills that are needed. |
| ***Better*** |

**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 Math data – current third grade data based on the standards for the year.  ISIP Math data – current third grade data. This data identifies the skills that each student needs. It also supplies remediation lessons.  Go Math End of Year Assessment – how each student ended second grade. Should show us if there are any prerequisite skills that need to be remediated.  MTSS data – to determine which students are already in the IEP process and the reasons (ELA, Math, Behavior, etc.).  Attendance data – to determine which students missed a lot of school which explains gaps in their learning. |
| ***Better*** |

|  |
| --- |
| ***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:  Exceeds Expectations: Students in this level consistently do well on solving word problems using modeling and strategies.  Meets Expectations: Students in this level require practice and/or small group instruction in order to solve word problems using modeling and strategies.  Approaching Expectations: Students in this level struggle to solve word problems using modeling and strategies.  Below Expectations: Students in this level often cannot solve word problems using modeling and strategies. |
| ***Better*** |

|  |
| --- |
| **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)** |
| **Exceeds Expectations** | | | | |
| A | Exceeds | Exceeds |  |  |
| B | Exceeds | Exceeds |  |  |
| C | Meets | Exceeds |  |  |
| D | Meets | Exceeds |  |  |
| E | Meets | Exceeds |  |  |
| F | Meets | Exceeds |  |  |
| G | Meets | Exceeds |  |  |
| **Meets Expectations** | | | | |
| H | Meets | Meets |  |  |
| I | Meets | Meets |  |  |
| J | Meets | Meets |  |  |
| K | Meets | Meets |  |  |
| L | Meets | Meets |  |  |
| M | Approaching | Meets |  |  |
| N | Approaching | Meets |  |  |
| O | Approaching | Meets |  |  |
| P | Below | Meets |  |  |
| **Approaching Expectations** | | | | |
| Q | Approaching | Approaching |  |  |
| R | Approaching | Approaching |  |  |
| S | Below | Approaching |  |  |
| T | Below | Approaching |  |  |
| U | Below | Approaching |  |  |
| **Below Expectations** | | | | |
| V | 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:**   * + STAR Math diagnostic reports helped me see which students struggled with number sense which is a foundational skill. I did not use data related to skills that have not been taught yet.   + I-Station Math revealed which students needed the most help with foundational skills. I used this data to cross reference STAR Math data. It also supplied remediation lessons.   + Go Math End of Year Assessment revealed that there were some students that needed extensive remediation in foundational skills and number sense.   + Student attendance reports revealed some attendance issues; however, most of the students did not demonstrate issues in this area. * It was also noted that several students have IEPs with some significant issues related to ELA which may impact their reading of the word problems. |
| ***Better*** |
| ***Good***  **Setting Target Levels:**  Most students should be able to demonstrate growth by at least one level based on the analytic rubric. Students who perform significantly below proficiency will work with their teacher as well as the math interventionist to remediate skills that they are lacking. |
| ***Better*** |
| ***Good***  **Ambitious and Realistic:**  These targets are realistic for a third grade math learning goal. By the end of the school year students should be able to put all of the aspects of the learning goal together to independently solve on-grade level real-world math problems. The ability to do this demonstrates the meets expectations target level. Students will be given many opportunities to learn the math content standards and use different models and strategies to help build their math comprehension and problem-solving skills. |
| ***Better*** |

**Middle School**

**Student Learning Objective:**

**Comprehensive Science**

**Grade 8**

|  |
| --- |
| Polk County Public Schools |
| Student Achievement Objectives |
| *Improving the Quality* |

**Middle School Comprehensive Science Grade 8 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 8 sciences will be able to provide a written essay in response to a conceptual writing prompt grounded in life science, physical science, and earth space science concepts using appropriate scientific vocabulary, stating a claim, and supporting their claim with evidence and scientific principles. |
| ***Better*** |

**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:**  Use of science processes to state claims must be supported by empirical evidence. |
| ***Better***  {Nothing else is required.} |
| ***Good***  **Content Standards:**  Nature of Science  SC.8.N.1.3: Use phrases such as “results supported” or “fail to support” in science, understanding that science does not offer conclusive ‘proof’ of a knowledge claim.  SC.8.N.1.6: Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations, and models to make sense of the collected evidence.  SC.8.N.2.1: Distinguish between scientific and pseudoscientific ideas.  SC.8.N.2.2: Discuss what characterizes science and its methods.  Specific writing prompts will address standards from strands SC.8.P.8, SC.8.P.9, SC.8.L.18, and SC.8.E.5 |
| ***Better*** |
| ***Good***  **Important and Meaningful:**  In order for students to fully understand science concepts, they need to be able to provide explanations of the concepts and use evidence to justify their explanations. Being able to discuss these concepts demonstrates a deeper level of understanding. |
| ***Better*** |
| ***Good***  **Deep Understanding:**  The learning goal requires students to explain science concepts by explaining, generalizing, and connecting ideas using supporting evidence from multiple science sources. This explanation is through a multi-paragraph written response that includes the informational writing criteria. This Learning Goal is at a DOK level 3. |
| ***Better***  {Nothing else is required.} |
| ***Good***  **Instruction:**   1. Each week we have an essential question to explore in class through labs, readings, investigations, etc. At the end of the week, students will provide a written answer to the question, using these experiences as evidence. 2. I will begin with modeling and graphic organizers to guide student thought processes and help students to stay organized. Using a gradual release method, I will work with students, until their writing is independent. 3. A rubric will be provided with clear expectations outlined. |
| ***Better*** |
| ***Good***  **Time Span:**  One to two class periods (45 minutes) per week for the entire school year. |
| ***Better***  {Nothing else is required.} |
| ***Good***  **Appropriate and Sufficient:**  The science concepts will be covered daily in class. This learning goal deals specifically with discussing these concepts in-depth, through student writing. Writing instruction on a weekly basis, after students learn specific concepts, is sufficient time for learning the goal and by the end of the year, students will know how to write about science concepts using multiple sources. |

|  |
| --- |
| ***Better***  {Nothing else is required.} |

**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- Students will be given a prompt that focuses on the science concepts from the unit of study that requires students to provide a written informational essay that includes stating a claim (answer), providing evidence (data from labs, readings, class notes, etc.) and reasoning (stating a scientific principle that shows how their evidence supports their claim). Students will be expected to demonstrate appropriate scientific vocabulary and appropriate organization of their essay.  Example prompt: How can physical properties be used to classify and compare substances?  Formative assessments- Graphic organizers along with note strategies to help organize their writing and break down the C.E.R. process, bell ringer discussions focused on previous day’s concepts, daily exit slips, lab reports, vocabulary foldables and interactive word wall notebook templates. |
| ***Better*** |
| ***Good***  **Defining and Scoring Performance:**  Summative assessments:  Students will be scored using a 0-4 analytic rubric, which includes five criteria: 1) stating a scientifically accurate claim, 2) providing appropriate scientific evidence which supports the claim, 3) providing reasoning that justifies the link between the claim and evidence, 4) utilizing appropriate scientific vocabulary, and 5) clear focus and organization of the rubric.  The full rubric will be provided during the beginning of the year SAO conference for review. |
| ***Better*** |

**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:**  Students will complete at least one C.E.R. essay each quarter, which will serve as the summative assessment. A total of 4 C.E.R. essays will be completed throughout the year.  Formative data will be collected daily to ensure students understand the science concepts and writing skills |
| ***Better***  {Nothing else is required} |
| ***Good***  **Use of Information:**  The formative assessments will serve to identify students’ misconceptions, misunderstandings, and which concepts are understood in both science and writing. Concepts that are causing students to struggle will be retaught in a whole group, small group, or individually, depending on the number of students struggling.  The summative assessments will document progress as students learn to put their understanding of these concepts in writing, and will serve to guide my instruction towards the learning goal. |
| ***Better*** |

**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:**   1. Sample question prompt to assess students’ ability to answer conceptual science questions in writing and follow the C.E.R. process. 2. Skills assessment of 7th grade science concepts, this assessment will be a 5 question survey of basic concepts covered in the 7th grade science curriculum. 3. Skills assessment of general nature of science concepts- this assessment will be multiple-choice in format and modeled after the state science assessment students are given in 8th grade. |
| ***Better***  {Nothing else is required} |
| ***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:  Expectations Exceeded: Students in this level consistently demonstrate the science concepts learned in the unit and are able to fully explain these concepts in an essay response to a prompt. The essay consistently includes the success criteria included on the rubric.  Expectations Met: Students in this level demonstrate the science concepts learned in the unit and are able to explain these concepts in an essay response to a prompt with minimal intervention and support. The essay includes the success criteria included on the rubric.  Expectations Partially Met: Students in this level struggle with demonstrating the science concepts learned in the unit and explaining these concepts in an essay response to a prompt. Intervention and support is required on a regular basis. The essay includes the some success criteria included on the rubric.  Expectations Not Met: Students in this level require extensive scaffolding and support to demonstrate the science concepts learned in the unit and to explain these concepts in an essay response to a prompt. Significant intervention and support is required on a regular basis. The essay includes the minimal success criteria included on the rubric. |

|  |
| --- |
| ***Better*** |

|  |
| --- |
| **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 | Met | Exceeded |  |  |
| B | Met | Exceeded |  |  |
| C | Partially Met | Exceeded |  |  |
| D | Partially Met | Exceeded |  |  |
| E | Partially Met | Exceeded |  |  |
| F | Partially Met | Exceeded |  |  |
| **Average Level** | | | | |
| G | Met | Met |  |  |
| H | Partially Met | Met |  |  |
| I | Partially Met | Met |  |  |
| J | Partially Met | Met |  |  |
| K | Partially Met | Met |  |  |
| L | Partially Met | Met |  |  |
| M | Partially Met | Met |  |  |
| N | Partially Met | Met |  |  |
| O | Partially Met | Met |  |  |
| P | Partially Met | Met |  |  |
| **Low Level** | | | | |
| Q | Not Met | Partially Met |  |  |
| R | Not Met | Partially Met |  |  |

**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:**   * Sample question prompt revealed students’ ability to develop a claim, locate evidence, demonstrate reasoning, and to organize their writing. * Skills assessment of 7th grade science concepts, although only 5 questions, this assessment revealed how much content information was retained from the previous year.   + Skills assessment of general nature of science concepts revealed students’ general understanding of how science works. |
| ***Better*** |
| ***Good***  **Setting Target Levels:**  Most students demonstrated the qualities of the Partially Met level, no students demonstrated the qualities of the Exceeds level, three students demonstrated the qualities of the Met level, and two students are in the Not Met level. All students should be able to demonstrate the qualities of a higher level except for one student. |
| ***Better*** |
| ***Good***  **Ambitious and Realistic:**  The students that I have targeted for the Exceeds target level can already demonstrate a basic level of understanding of the C.E.R. process and most scored a 2 or 3 in the claim portion of the rubric. I feel that answering the question is the most challenging part of the C.E.R., and if they are already capable of this, I can provide adequate instruction in helping them learn to incorporate the other areas into their writings.  This class is starting with a large number of the students in the Low category. This group of students missed a great deal of science last year due to the excessive absences of their science teacher. Therefore, I expected them to score low on their baseline assessments. However, I have already seen some positive changes and know there is a great deal of potential with this class. I feel that with consistency and structure, they can be moved and make tremendous strides. |
| ***Better***   * {Nothing else is required} |

**High School**

**Student Learning Objective:**

**English 2**

|  |
| --- |
| Polk County Public Schools |
| Student Achievement Objectives |
| *Improving the Quality* |

**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. |
| ***Better*** |

**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. |
| ***Better*** |
| ***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   1. 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. 2. 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. 3. 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. 4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 5. 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   1. 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. 2. 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. 3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 4. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 6. 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. |
| ***Better*** |
| ***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. |
| ***Better*** |
| ***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. |
| ***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. |
| ***Better*** |
| ***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. |
| ***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. |
| ***Better*** |

**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 |

|  |
| --- |
| ***Better*** |
| ***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. |

|  |
| --- |
| ***Better*** |

**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. |
| ***Better*** |
| ***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 |
| ***Better*** |

**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.  Surve**y**-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. |
| ***Better*** |
| ***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. |
| ***Better*** |

|  |
| --- |
| **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 #1revealed 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. |
| ***Better*** |
| ***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. |
| ***Better*** |
| ***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. |
| ***Better*** |