



POLK COUNTY
PUBLIC SCHOOLS

STUDENTS FIRST

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

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.

Explanation

The Learning Goal includes specific knowledge and skills that students will learn (mathematical models and strategies) and how they will demonstrate their knowledge (solving multi-step problems with justification). **However, it is unclear what students are expected to explain or justify and how they will do this-orally or in writing. Identifying whether students are explaining their procedure for solving the problem or explaining their use of models and/or strategies would strengthen this Learning Goal.**

Students are expected to move beyond knowing math facts (DOK1) to using strategies to solve problems and explaining and/or justifying their response (DOK2). **This Learning Goal would be strengthened with the identification of what type of multi-step problems students will solve. It is unclear if these are multi-step algorithms, word problems, or problem-solving situations. An additional way to increase the rigor of this Learning Goal would be to have students explain and/or justify their use of the models and/or strategies employed (DOK 3).**

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 mathematical practices including making sense of problems, model with mathematics, and reason abstractly and quantitatively.

Better

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 word problems involving addition, subtraction, multiplication or division. Students will also be able to explain in writing the reasonableness of their answer and their decision to use the model/strategy they selected.

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
<p style="text-align: center;"><i>Good</i></p> <p>Big Idea: Understanding mathematical relationships is an important concept.</p>
<i>Explanation</i>
Identifies that the content is important. The big idea should distinguish why it is central to the content.
<p style="text-align: center;"><i>Better</i></p> <p>Understanding mathematical relationships allows for solving real-world problems.</p>
<p style="text-align: center;"><i>Good</i></p> <p>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.</p>

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 $a \times b$ and $a \times c$. 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.

Explanation

Including the standard number and the wording allows for ensuring that the standard aligns to the expectations of the Learning Goal, including problem-solving. There are standards associated with different aspects of measurement as well as operations and algebraic which helps to ensure that the SAO is a year-long goal.

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.

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 in grade 3 at my school typically struggle with solving word problems, as noted on the state test as well as on classroom assignments and tests. In fact, after analyzing testing data, we noted that this is a struggle for students in grades 4 and 5 as well. This learning goal is important and meaningful to ensure that students have a solid foundation and deep conceptual knowledge of mathematics, including modeling and use of strategies in order to solve real-world problems.

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*

Explanation

This statement is accurate based on the original Learning Goal. **As noted in the explanation above, the rigor of the Learning Goal could be increased to a DOK Level 3.**

Better

Students are expected to move beyond knowing math facts (DOK1) and using strategies to solve problems to explaining and/or justifying their response (DOK2). In this Learning Goal students will be expected to explain and/or justify their use of the models and/or strategies employed in order to explain their response (DOK 3).

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.

Explanation

A broad description of the strategies the teacher will use is included. It appears that whole group instruction is the basis for teaching about math models and strategies. **It is unclear how the teacher will differentiate instruction for students to include remediation and extension of concepts. Additionally, the fourth instructional strategy identifies 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 employ to instruct students, not a description of what students are expected to do.**

Better

1. Direct instruction and modeling the different types of math models and strategies for solving math problems. This instruction and modeling will begin with simple real-world problems leading to more complex multi-step problems.
2. Throughout the year, the direct instruction and modeling will be followed by small group instruction for struggling students. Students will engage in learning center pathways that focus on different aspects of problem solving allowing students to work together to solve real-world problems using the conceptual learning from the direct instruction.
3. As students engage in the learning center pathways, I will meet with students individually in a think-aloud conversation on why they selected a specific strategy or model, how they knew which operation was expected in the problem, and how they know their answer is reasonable, to ensure deep conceptual understanding of the mathematics.

Good

Time Span:

This learning goal has a year-long focus, taught daily for 45-60 minutes per day.

Explanation

The Learning Goal is complex and will require significant amounts of time as noted in the response. **However, it is unlikely that the entire mathematics time block each day is dedicated to problem-solving, modeling, and strategy use. There are other standards/curriculum that will need to be taught (e.g., fractions, geometry) and students will require practice time for learning concepts and to solve algorithms.**

Better

The Learning Goal has a year-long focus and will be embedded into each unit. Students will need time to learn the mathematical concepts and to practice solving algorithms in addition to solving multi-step problems using modeling. Therefore, aspects of this Learning Goal will be taught daily but will range from 10 minutes to 45 minutes per day.

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.

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 mathematics?**

Better

This allotted time is necessary for students to learn the content along with different ways to solve problems. Each unit is purposefully designed to lead students through an understanding of the math concepts, learning the vocabulary associated with solving word problems, and then applying problem-solving strategies when solving problems. This multi-stepped process and learning requires daily engagement for students in order for them to attain the knowledge and skills associated with problem-solving.

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.

Explanation

The summative assessment aligns to the expectations of the Learning Goal in which students are expected to make meaning of and solve a multi-step word problem. The explanation of the summative assessment includes that students will choose a model or strategy to solve the problem and justify their responses. A sample prompt is provided to demonstrate this expectation. **However, the example provided does not include the expectation of using a model or strategy to solve the problem or to explain/justify its use or the answer.**

The formative assessments identified are appropriate examples of formative assessments. **Given that this is for a math Learning Goal it is unclear how these formative assessments would be used for making instructional decisions about students' ability to demonstrate the different components of solving problems.**

Better

Summative assessments: 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?*

In order to solve this problem, you will need to:

- *Underline important parts of the problem;*
- *Circle the key words that tell you which math operation to use;*
- *Choose an appropriate model or strategy to solve the problem;*
- *Uses mathematical language to explain or justify your choice of the model/strategy and how you solved the problem;*

- *Label your answer with the correct unit of measure;*
- *Check your work to be sure it is clear and easy to follow.*

Formative assessments: Exit tickets, journaling, oral explanations to a partner or teacher will be used to determine students' ability to explain their knowledge of the vocabulary to indicate a mathematical operation, to explain the reasonableness of the response and/or the use of the model/strategy selected.

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.

Explanation

The explanation illustrates that the scoring tool is a rubric with three levels and criteria that align to solving problems and the expectations of the Learning Goal. **What is unclear; however, is whether the descriptors define the quality of student work rather than the quantity and are not subjective statements, the levels are distinct and focus on the essential learning rather than work habits, and that they are progressive from one level to the next. Additionally, providing some examples of the descriptors would allow for ensuring that the prompt and rubric are fully aligned.**

Better

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.

An example of the descriptors for *Mathematical Thinking and Strategy Use* includes the following:

Meets or Exceeds Expectations:

- Clear understanding of the problem based on important and appropriate words circled and underlined.
- Appropriately solves the problem using the operations aligned to the problem.
- Chooses an efficient strategy to solve the problem.

Partially Meets Expectations:

- Generally understands the problem based on words circled and underlined.
- Solves the problem using the operations aligned to the problem. Includes some additional or missed steps.
- Chooses a strategy that allows for appropriately solving the problem.

Expectation Needs Improvement:

- Demonstrates confusion of the problem through the inability to determine appropriate words to circle and underline.
- Little engagement in solving the problem or selection of operations is not aligned to the problem.
- No strategy is chosen or a strategy is chosen that will not lead to a solution.

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:

Summative data will be collected every 4-6 weeks.

Formative data will be collected weekly.

Explanation

The response identifies an appropriate period of time for the collection of summative assessments. The end of 4-6 weeks appears to indicate the end of a unit. The formative assessments are collected more often. **Given the complex nature of this Learning Goal, the collection of formative data is too infrequent to determine students' misconceptions, misunderstandings, or ability to apply their learning, and to subsequently make immediate instructional adjustments. This is the purpose of formative assessments.**

Better

Summative data will be collected every 4-6 weeks at the end of each unit, for a total of 6-8 summative assessments.

Formative data will be collected for various components of the learning goal on a daily basis throughout each week depending on the focus of the lesson.

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.

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 was provided on how the data will be used for both students in need of remediation and enrichment.

Better

The collected data will be used to reveal specific strengths and needs about the students' ability to demonstrate the different components of solving real-world word 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. Learning center pathways can be created for providing enrichment for students and for students in need of additional practice.

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.

Explanation

The summative data included for establishing baseline levels provides an overall understanding of students' knowledge of third grade math concepts as well as the prerequisite knowledge and skills. The MTSS and attendance data supplements the content knowledge by providing a possible explanation for the reasons students struggle. **What is lacking is data that identifies whether students are able to make meaning of word problems, identify and demonstrate modeling and problem-solving strategies, and to communicate their understanding through writing. Additionally, the summative data focuses on many more standards than those included in this Learning Goal, requiring some discernment when using this data. It may not be necessary to use both STAR and ISIP math data. Replacing one of these sources with a classroom assessment or a problem to solve, may provide the additional information necessary.**

Better

STAR Math data – current third grade data based on the standards for the year. The first STAR Math assessment is administered within the first six weeks of school.

Teacher created math word problem based on second grade math concepts in which students are expected to demonstrate the success criteria used for the summative assessments.

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 may explain gaps in their learning.

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.

Explanation

This explanation includes the performance levels and a broad explanation of what students in each group are able to do. **A more comprehensive explanation would include an explanation of what students are specifically doing that demonstrates why they are placed in these levels.**

Better

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 demonstrate the ability to integrate the mathematical concepts, use of modeling, and strategies when solving word problems. Students in this group are in the extension learning center pathway.

Meets Expectations: Students in this level demonstrate the ability to integrate the mathematical concepts, use of modeling, and strategies when solving word problems when they are provided with opportunities to practice through the learning center pathway and/or engage in small group instruction.

Approaching Expectations: Students in this level struggle to demonstrate the ability to integrate the mathematical concepts, use of modeling, and strategies when solving word problems. Students in this group require small group instruction on a regular basis and often are able to solve algorithms but have difficulty with analyzing the expectations of the word problems.

Below Expectations: Students in this level struggle to demonstrate the various aspects of the Learning Goal. Students in this group require small group and one-on-one instruction on a daily basis. These students often require a substantial amount of scaffolding to make meaning of a word problem.

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.

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

- STAR Math diagnostic reports helped me see which students struggled with number sense which is a foundational skill for problem solving. I did not use data related to skills that have not been taught yet.
- Go Math End of Year Assessment revealed that there were some students that needed extensive remediation in foundational skills and number sense.

For each of the above assessments:

- When the student baseline data showed above the benchmark level he/she was determined to be in the Exceeds Expectations baseline level.
- When the student baseline data showed at the benchmark level he/she was determined to be in the Meets Expectations baseline level.
- When the student baseline data showed on watch benchmark level he/she was determined to be in the Approaching Expectations baseline level.
- When the student baseline data showed intervention or urgent intervention benchmark level he/she was determined to be in the Below Expectations baseline level.
- Teacher created math word problem based on second grade math concepts. I used this data to cross reference STAR Math data.

For this assessment:

- When the student demonstrated all of the success criteria without support on second grade concepts he/she was determined to be in the Exceeds Expectations baseline level.
- When the student demonstrated the use of a model or strategy and explains or justifies the answer with support he/she was determined to be in the Meets Expectations baseline level.
- When the student demonstrated partial understanding of the use of a model or strategy and/or explains or justifies the answer with significant support he/she was determined to be in the Approaching Expectations baseline level.
- When the student did not understand the use of modeling or strategies he/she was determined to be in the Below Expectations baseline level.
- Student attendance reports revealed some attendance issues; however, most of the students did not demonstrate repeated absences.
- 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.

A cross-check between the STAR diagnostic test, Go Math, and teacher created math problems was conducted in an effort to determine if there were discrepancies. The attendance reports and IEP information were used to determine if there were extenuating reasons for students to struggle with the mathematical concepts.

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.

Explanation

The explanation provided identifies that all students will be able to demonstrate improved achievement by the end of the year. There is an indication, that with significant support, struggling students will improve. **The intention of this part of the planning section is to explain how students were placed in**

their target level. This explanation refers to the analytic rubric, which was not used to establish the baseline level, so it is unclear how it was used. A better explanation would identify what behaviors students were exhibiting that indicated 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 showed a consistent understanding of second grade math concepts and third grade math concepts that have been taught, use of modeling and strategies, and the ability to communicate mathematical reasoning, he/she was determined to be in the exceeds expectations target level.
- When the various baseline data sources showed that students were able to demonstrate the pre-requisite math concepts including some knowledge of modeling and/or strategies, and the ability to communicate mathematical reasoning, he/she was determined to be in the meets expectations target level. By the end of the school year, these students will be able to integrate on-grade level math concepts with modeling, strategy use, and written explanations.
- When the various baseline data sources showed gaps in understanding second grade math concepts, and little knowledge of modeling and/or strategies, and/or the ability to communicate mathematical reasoning, he/she was determined to be in the approaching expectations target level. By the end of the school year, these students will be able to demonstrate on-grade level math concepts. The integration of modeling, strategy use, and written explanations will require scaffolding and support.
- When the various baseline data sources showed gaps in understanding second grade math concepts, and little knowledge of modeling and/or strategies, and/or the ability to communicate mathematical reasoning, and the student was consistently absent and/or had significant IEP needs, he/she was determined to be in the below expectations target level. By the end of the school year, these students will be able to demonstrate some on-grade level math concepts. The integration of modeling, strategy use, and/or written explanations will require significant scaffolding and support.

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.

Explanation

Based on the explanation provided above, the targets set are appropriate for students. All students are identified as having multiple opportunities to integrate the knowledge and skills. This explanation would be strengthened with the inclusion of why the one student in the below expectations 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 third grade class.

- Two students began the year consistently demonstrating deep conceptual understanding of mathematics concepts based on what they have been taught in previous years and in the current school year. These students will remain at the exceeds expectations level and will engage in enrichment activities, as well.
- Five students starting in the meets expectations level appear to grasp math concepts fairly readily. In conjunction with their strong verbal skills, they should be able demonstrate the knowledge and skills expected of the exceeds expectations level.
- Five students starting in the meets expectations level will remain at this level. These students demonstrate knowledge of pre-requisite concepts and can demonstrate some modeling and strategy use with the second grade concepts. However, when faced with integrating currently learned concepts with modeling, strategies, and explanations, these students require multiple opportunities for practice and some support. This indicates that they will make a full-years' worth of growth ending at on-grade level for this Learning Goal.
- Three students starting in the approaching expectations level will move to the meets expectations level. These students had discrepant scores on the baseline data sources. They were in the on watch level for the diagnostic assessments (STAR and GoMath). However, on the classroom assessment, the students were able to integrate the pre-requisite knowledge and skills with the ability to demonstrate some modeling and strategies, and explain their reasoning. These students regularly attend school and do not have IEPs. Therefore, they should be able to successfully move up to this level.
- One student who began in the below expectations level will also move to the meets expectations level. This student currently demonstrates inconsistencies in demonstrating the pre-requisite math concepts. However, the student demonstrates strong verbal skills. Additionally, this student has just received an IEP and additional support. Between the support from the math interventionist and classroom instruction, I believe this student will be able to make enough gains to demonstrate the ability to independently integrate the grade level math concepts.
- Two students beginning the year in the approaching expectations level will remain at the approaching expectations level. Both students struggle with the math concepts, including modeling and using strategies. One of the students has chronic absenteeism, while the other student has weak verbal skills. These students will make gains, but will remain in need of scaffolding and support on the third grade concepts.
- Three students beginning the year in the below expectations level should be able to make gains to be in the approaching expectations level. These students struggle with concepts and have significant supports; however, once they learn the mathematical concepts they appear to retain them and they are able to verbalize their reasoning. With the anticipated systematic problem-solving instruction to be provided, these students should be able to demonstrate on-grade level

concepts and with scaffolding and supports integrate modeling, strategies, and verbal explanations.

- One student will remain in the below expectations level. This student struggles with pre-requisite math concepts including those that were taught in kindergarten and first grade. The student is chronically absent and has an IEP. Multiple interventions will be provided for this student through the IEP and in class.

Middle School

Student Learning Objective:

Comprehensive Science

Grade 8

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.

Explanation

The Learning Goal includes general knowledge and skills that students will learn (concepts related to life, physical, and earth space science) and how they will demonstrate their knowledge (responding to a writing prompt). **This Learning Goal would be strengthened by clearly articulating the specific expectations that students will know and demonstrate in each of the sciences. By reversing the order of the components of the Learning Goal this would become clearer. In addition it is unclear where the students will locate the necessary evidence.**

Students are expected to demonstrate their learning by integrating knowledge from different sources (although not clear what these sources are) through an essay. The students are expected to do this in different units of instruction in each of the sciences. This complex expectation is a rigorous year-long expectation in a science class. **This Learning Goal would be strengthened with the identification of the sources of information that students are expected to use in order to provide evidence in their essay.**

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 learn the scientific concepts, engage in science investigations, read about concepts, as well as communicate the concepts in response to a prompt in an essay.

Better

Students in grade 8 sciences will be able to demonstrate conceptual knowledge related to matter and energy transformations in life science, properties and changes of matter in physical science, and the law of universal gravitation in earth space science in order to respond to a science prompt. The response will be in the form of a written informational C.E.R. (Claim-Evidence-Reasoning) essay using scientific principles and evidence from sources such as labs, articles, and the textbook, and will include a claim, appropriate scientific vocabulary, and appropriate organization.

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.

Explanation

Identifies a big idea in science.

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

Explanation

The Nature of Science standards, which are critical when 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. **Although the standard numbers for the sciences are included, they too should have the wording provided. Since this Learning Goal expects students to demonstrate the informational writing expectations, this standard should also be included.**

Better

Nature of Science (same as above)

Life Science

SC.8.L.18.1: Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.

SC.8.L.18.2: Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.

SC.8.L.18.4: Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.

Physical Science

SC.8.P.8.2: Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass.

SC.8.P.8.3: Explore and describe the densities of various materials through measurement of their masses and volumes.

SC.8.P.8.4: Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample.

SC.8.P.8.8: Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.

SC.8.P.8.9: Distinguish among mixtures (including solutions) and pure substances.

Earth Space Science

SC.8.E.5.7: Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions

SC.8.E.5.8: Compare various historical models of the Solar System, including geocentric and heliocentric

SC.8.E.5.9: Explain the impact of objects in space on each other including:

1. the Sun on the Earth including seasons and gravitational attraction
2. the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.

SC.8.E.5.10: Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.

SC.8.E.5.12: Summarize the effects of space exploration on the economy and culture of Florida.

LAFS.8.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.

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 enjoy the hands-on aspect of science but struggle with being able to articulate their conceptual understanding in writing. Additionally, based on FSA writing scores, our school improvement team has determined that an area of focus is on writing using multiple sources. Consequently, this Learning Goal is important and meaningful as it will provide a planned purposeful opportunity for students to be able to demonstrate a deeper understanding of science concepts through writing using multiple data sources.

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.

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. 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.

Explanation

A broad description of the instructional process the teacher will use is included. Some specific tools and strategies are included (graphic organizers, modeling, gradual release). **The first item appears to explain the general structure of the course and what students are expected to do at the end of each week. It is unclear what the teacher will do during this process. It is unclear how the teacher will use the rubric as part of the instructional 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

1. I will provide students will multiple opportunities to explore the science concepts through a variety of methods, such as hands-on activities and labs, researching and reading articles, and group projects. During these opportunities I will model expectations in labs, provide small group instruction for students struggling with locating and reading articles, and facilitating and supporting group projects.
2. I will begin the writing process by modeling and using a think aloud strategy with the use of graphic organizers to guide students' thought processes and to help students to stay organized and focused on the expectations. Using a gradual release method, I will work with students in small groups or one-on-one, until their ability to extract information and demonstrate the science concepts through writing are independent.
3. A rubric will be provided with clear expectations outlined. The rubric will be used to model what a high level C.E.R. 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 the learning of science concepts and writing and will, therefore, require significant amounts of time. However, it is a "slice" of the curriculum and students will be engaged in science labs and learning additional science standards. Although this Learning Goal is clearly a significant expectation, the amount of time identified appears to be appropriate for the writing aspect.

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.

Explanation

The statement provided clarifies how the time will be used throughout the school year.

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.

Explanation

The description and example summative assessment aligns to the expectations of the Learning Goal in which students are expected to respond to a science prompt requiring a written informational essay using scientific principles and evidence from sources such as labs, articles, and the textbook, and includes a claim, appropriate scientific vocabulary, and appropriate organization. **Within the prompt, the specific criteria that will be scored should be clearly identified.**

The formative assessments identified are appropriate examples.

Better

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?

Be sure to:

- write a multi-paragraph essay that includes a Claim, Evidence from multiple sources, and Reasoning (C.E.R.)
- organize your essay to include 1) a clear introduction that introduces the topic and provides a preview of what is to follow, 2) thorough development with relevant, well-chosen facts, definitions,

concrete details, quotations, or other information and examples, and 3) a concluding statement or section that follows from and supports the information or explanation presented.

Formative assessments: {Nothing else is required}

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.

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 probably a fairly common scoring rubric for science C.E.R. prompts, 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, it is 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 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.

Below is an example of the Evidence criteria.

Evidence – scientific data that supports the claim

Level 4:

- The data are scientifically appropriate to support the claim
- The data are thorough and convincing-enough details and evidence provided
- Proper units are used in data
- Shows with evidence why alternate claims do not work

Level 3:

- The data are scientifically appropriate to support the claim

- The data are basically sufficient and convincing, but tend to be more general and not specific and in-depth
- Does not address why alternate claims do not work
- Evidence may be repetitive

Level 2:

- The data relate to the claim, but are not entirely scientifically appropriate
- The data are not sufficient, though generally support the claim

Level 1:

- There is some evidence provided, but it is not logically linked to the claim or scientifically appropriate

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:

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

Explanation

The response identifies an appropriate period of time for the collection of four summative assessments. The formative is collected more often and includes both science and writing concepts.

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.

Explanation

A description of the purpose and use of both the summative and formative 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 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. Students who are grasping concepts readily and applying them consistently will be provided with opportunities to explore self-generated conceptual questions. Students will be able to present their findings through an outcome of their choosing, and must include a claim, evidence, and reasoning.

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.

Explanation

The baseline data included for establishing starting levels provides an overall understanding of students' knowledge of the pre-requisite science concepts, current nature of science concepts, and writing using the C.E.R. process.

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.

Explanation

This explanation includes the performance levels and an explanation of what students in each group are able to do. **Since the rubric is mentioned, 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:

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. Students should be consistently receiving 4s and 3s in all four criteria on the C.E.R. 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. Students should be consistently receiving 3s in all four criteria on the C.E.R. 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. Students should be consistently receiving 3s and 2s in all four criteria on the C.E.R. 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. Students should be consistently receiving 1s and 2s in all three criteria on the C.E.R. 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	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		

Below 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:

- 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.

Explanation

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

Sample question prompt revealed students' ability to develop a claim, locate evidence, demonstrate reasoning, and to organize their writing. The C.E.R. rubric was used to determine initial scores.

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 Exceeded 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 Met baseline level.
- When the student baseline data showed a majority of 2's for all criteria he/she was determined to be in the Partially Met baseline level.
- When the student baseline data showed a majority of 1's for all criteria he/she was determined to be in the Not Met baseline level.

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.

- Since there were only 5 questions on each assessment, they were used to make determinations if a student was borderline between two levels.

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.

Explanation

The explanation provided identifies that all except for one student will be able to demonstrate improved achievement by the end of the year. The explanation refers to the qualities described based on the C.E.R. 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 same target level as the starting level.

- When the various baseline data sources revealed mostly accurate knowledge of the C.E.R. writing criteria and more than half of the science content, he/she was determined to be in the Exceeds target level.
- When the various baseline data sources showed a student's ability to demonstrate some accurate knowledge of the C.E.R. writing criteria and half of the science content, he/she was determined to be in the Met target level.
- When the various baseline data sources showed a student's ability demonstrate minimal accurate knowledge of the C.E.R. writing criteria and less than half of the science content, he/she was determined to be in the Partially Met target level.
- When the various baseline data sources showed student's ability demonstrate inaccurate knowledge of the C.E.R. writing criteria and one or two of the science content, he/she was determined to be in the Not Met target level.

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.

Explanation

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

Better

- {Nothing else is required}

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	
<i>Good</i>	
Big Idea:	
The skills of good communication allow us to navigate the world around us more effectively.	
<i>Explanation</i>	
Identifies that the content is important within a real-world application. The inclusion of comprehension would strengthen this Big Idea.	
<i>Better</i>	
Understanding the views of others and the ability to communicate our own views allow us to navigate the world around us more effectively.	
<i>Good</i>	
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	
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> 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.