POLK COUNTY
PUBLIC SCHOOLS
STUDENTS FIRST

Polk County Public Schools

Student Achievement Objectives

Improving the Quality

Good to Better:

Kindergarten

English Language Arts Example

Kindergarten English Language Arts Example

LEARNING GOAL

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

Learning Goal: a description of the specific knowledge and skills that support the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum.
Learning Goal for this SAO
Good
Students in kindergarten will be able to demonstrate reading comprehension of narrative and non-fiction texts by identifying and describing the character, setting, and sequence of events from narrative texts, and main idea with two details from non-fiction texts.
Explanation
The Learning Goal includes specific knowledge and skills that students will learn (specific elements of fiction and non-fiction texts) and how they will demonstrate their knowledge (identifying and describing). However, it is unclear if students are demonstrating their comprehension orally or in writing, or using a combination of both modes, and if the writing is considered part of the learning goal. Students are expected to move beyond demonstrating phonemic awareness and phonics (DOK1) to integrating their knowledge of words and sounds in order to demonstrate comprehension (DOK2). Although the standards identify that a kindergarten student may have prompting and support, it is unclear if and how these scaffolds will be considered and to what degree. Identifying these expectations for demonstrating comprehension of text would also help to ensure the expected rigor of the Learning Goal. This Learning Goal is a large "slice" of the curriculum that extends beyond a text or unit as students are engaged in learning and demonstrating the underlying components of reading in order to demonstrate comprehension of texts, moving beyond just decoding words.
Better
Students in kindergarten will be able to demonstrate reading comprehension of on-grade level narrative and non-fiction texts by identifying and describing the physical character traits, setting (location), and a sequence of events (beginning, middle and end) from narrative texts, and main idea (topic and central point) with two supporting details from non-fiction texts with minimal prompting and support. Students will use a combination of drawing and writing to identify and explain their comprehension, and students will dictate the information with scribing (as needed) to ensure their comprehension as writing will not be scored. Students who struggle with reading grade level text will demonstrate listening comprehension of both text types and for the same reading elements.

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: Comprehension, whether listening or reading, requires students to interact with the text in order to construct meaning from what is heard or read.
Explanation
Identifies why the learning goal is central to the content is important.
Better
{Nothing else is required.}
Good
Content Standards: **LAFS.K.RI.1.1** With prompting and support, ask and answer questions about key details in a text. **LAFS.K.RI.1.2** With prompting and support, identify the main topic and retell key details of a text. **LAFS.K.RL.1.3** With prompting and support, identify characters, settings, and major events in a story. **LAFS.K.W.1.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **LAFS.K.SL.1.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Explanation
Including the standard number and the wording allows for ensuring that the standard aligns to the expectations of the Learning Goal. The listening comprehension standard aligns to the expectations of students who struggle with reading the text.
Better
{Nothing else is required.}
Good
Important and Meaningful: Students need to learn to interact with a text to better comprehend it. This goal moves students beyond the foundational skills and expects them to demonstrate the purpose for reading and that is comprehension.
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
Kindergarten students at our school engage in separate phonemic awareness and phonics instruction, and sometimes do not realize that the purpose of reading is to make meaning. This has been an issue at our school as students are able to "word call", but struggle with demonstrating comprehension as evidenced by results on

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district and state tests. Therefore, the learning goal is meaningful and important to ensure that students recognize the purpose of reading, whether listening or reading independently, is to make meaning.

Good

Deep Understanding:
The learning goal requires students to identify the key details of a text in writing or illustrations with labeling demonstrating a deeper knowledge of comprehension of text. This learning goal represents a DOK level of 2 as identified by the standards.

Explanation

This statement is accurate based on the original Learning Goal. However, it would be beneficial to explain how identifying key details is a deeper understanding of comprehension and the extent to which the prompting and support impacts the cognitive rigor of the learning goal.

Better

Students are expected to move beyond decoding and identifying literary elements (DOK1) to demonstrating the ability to make inferences by *describing* the characters, setting, and events; and determining a main idea with supporting details having minimal scaffolds. (DOK 2)

Good

Instruction:
Throughout the entire year, the teacher will explicitly teach skills to identify key details in a text. The teacher will model with graphic organizers to identify characters, setting, and sequence of narrative texts. The teacher will model with graphic organizers to identify the main idea and key supporting details of non-fiction texts. The learning will be scaffolded with a gradual release of responsibility to the student throughout the year. This will be done in whole group, small group and individual settings.

Explanation

The instruction identifies what the teacher will do. A broad description of the strategies that will be used is included with some differentiation based on the identification of whole group, small group, and individual settings. The description of the instruction would be strengthened by explaining what occurs during the explicit instruction. It is unclear how the teacher will determine the groupings for students to include remediation and extension of concepts.

Better

Throughout the entire year, explicit instruction will be provided to ensure that students understand and can determine the literary elements found in narrative text. This will occur through modeling of comprehension and writing using think-alouds when reading text to the whole class (e.g., stopping, identifying that people or animals are called characters, and naming and describing the character), and charting the information on a graphic organizer. Anchor charts with literary elements will be created and referred to each time a narrative text is read, either by the teacher or by students when in small group instruction,

Similarly, explicit instruction will be provided for determining a main idea of a non-fiction text. This will occur by modeling the use of titles and headings to make inferences about the main idea. Modeling of comprehension and writing using think-alouds will be used to determine important key details and the information will be charted on a graphic organizer.

"I do", "we do", "you do" will be utilized as an instructional strategy for students to become independent in demonstrating comprehension of texts, and in writing this information. Struggling students will receive focused instruction individually and in small groups. Students who are ready for an extension of concepts will have opportunities to move beyond completing organizers to writing longer pieces based on self-selected texts.

Good

Time Span:
Comprehension and writing strategies, as well as phonics instruction will be taught daily during the 120 minute reading block for 180 days. Additionally, comprehension and writing instruction will continue in science and social studies lessons, as appropriate.

The Learning Goal is the crux of a kindergarten reading program and will require significant amounts of time as noted in the *good* response. However, while phonemic awareness and phonics instruction are part of the language arts program, and the pre-requisite skills for this learning goal, they would not be included as part of the time span. Additionally, there are different modes of writing (narrative, informational, opinion) that students will be expected to learn beyond a response to text, therefore it is unlikely that the entire English language arts time block each day is dedicated to this one aspect. These other standards need to be taught and students will require practice time for learning. Also, integrating reading and writing into other content areas is good, often the focus of the content lessons is on content which allows for practicing English language arts skills rather than learning them.

Better

The Learning Goal has a year-long focus that will require time for students to learn and practice reading and writing. Approximately 60 minutes of the 120 minute English language arts block is dedicated to reading comprehension through whole group, guided reading small groups, and individualized instruction. While not specifically part of the learning goal, phonemic awareness and phonics instruction constitute 30 minutes of this time and writing workshop occurs in the other 30 minutes of this time block. Practice applying both reading comprehension and writing about what is read will be embedded into science and social studies, as appropriate.

Good

Appropriate and Sufficient:

This time span gives kindergarten students the entire school year to master the understanding of concept and practice of the specific skills being taught. This time provides the opportunity to work with struggling students on a regular basis, while continuing to meet with students reading at or above grade level on a daily basis. In addition, on-grade level and advanced students will have opportunities to engage in reading texts and demonstrating comprehension at an independent level, providing information on students' zone of proximal development.

Explanation

The statement provided verifies that the learning goal extends throughout the year and addresses how it is attainable based on the needs of all students.

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 and Formative Assessments:

Summative assessment: The students will have two comprehension tasks to complete at the end of a 6-week period of time (end of a unit) to assess the expectations of the learning goal. One assessment will be for narrative text and the other for non-fiction. Students will complete a graphic organizer using illustrations, labels, and sentences to identify and describe the expectations from each text.

Formative assessments: Throughout the 6-week unit and prior to expecting students to put all of the pieces together students will complete organizers with one reading element (e.g., characters). Additionally, checklists will be used during guided reading to determine students' ability to identify specific information from texts,

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observations during whole group instruction as students act out information from texts, respond to questions, or share information with their elbow partner.

Explanation
The summative assessment aligns to the expectations of the Learning Goal in which students are expected to comprehend both narrative and non-fiction texts. The explanation of the summative assessments includes that students will demonstrate their comprehension by completing a graphic organizer using a combination of pictures, labels and writing. A sample prompt is not provided to demonstrate what students are expected to do. Additionally, the assessment does not explain how the text will be accessed by students and how this it will be differentiated for struggling readers.

The formative assessments identified are appropriate examples for monitoring students' comprehension.

Better
Summative assessment: The students will have two comprehension tasks to complete at the end of a 6-week period of time (end of a unit) to assess the expectations of the learning goal. One assessment will be for narrative text and the other for non-fiction texts. Students will independently complete a graphic organizer using illustrations, labels, and sentences to identify and describe the expectations from each text. Students who are able to read grade-level text for the unit will complete the organizer based on their independent reading. Struggling readers will have the grade-level text for the unit read to them and the organizer will be completed independently. Dictation and scribing will be provided for all students, as needed. The minimal prompting and support necessary for each student will be provided. The mode of comprehension and the amount of support will be recorded on each assessment and taken into account when scoring student responses.

Sample prompt to be read to students: Narrative text—After reading the story _____ ,
- draw and label the main character on the organizer and write a sentence describing the character's traits;
- draw and label the setting of the story on the organizer and write a sentence describing the setting;
- draw and label an event from the beginning of the story and write a sentence describing the event;
- draw and label an event from the middle of the story and write a sentence describing the event;
- draw and label an event from the end of the story and write a sentence describing the event.

The formative assessments identified are appropriate examples.

Good
Defining and Scoring Performance:
Student responses for each comprehension assessment will be based on:
Fiction—a 15 point scoring guide will be used. Students will be allotted points for correctly identifying and describing the main character (3 points), setting (3 points), beginning (3 points), middle (3 points) and the end of the text (3 points).

Non-fiction—a nine point scoring guide will be used. Students will be allotted points for correctly identifying and explaining the main idea (3 points), and two supporting details (3 points each).

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

Explanation
The explanation illustrates that the scoring tool is a scoring guide with three points for each correctly identified and explained reading element. The scoring guide aligns with the learning goal and assessment. What is unclear; however, is what the criteria are for awarding students the score of a 1, 2, or 3 and how a blank response is addressed. Providing an example of the descriptors would allow for ensuring that the prompt and rubric are fully aligned.

Better
Student responses for each comprehension assessment will be based on:

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Fiction—a 15 point scoring guide will be used. Students will be allotted points for correctly identifying and describing the main character (3 points), setting (3 points), beginning (3 points), middle (3 points) and the end of the text (3 points).

Non-fiction—a nine point scoring guide will be used. Students will be allotted points for correctly identifying and explaining the main idea (3 points), and two supporting details (3 points each).

The 3 point scale includes:
3: the student has full information and provides accurate and relevant details.
2: the student has partial information and provides mostly accurate and relevant details.
1: the student provides little or no response or includes inaccurate or irrelevant details.

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 approximately every 6 weeks.   Formative data will be collected throughout the week.
Explanation
The response identifies an appropriate period of time for the collection of summative assessments. The end of each 6 week unit provides sufficient time for students to have the opportunity to learn and practice reading, comprehension, and writing. The formative assessments are collected more often and throughout the week to monitor progress.
Better
{Nothing else is required.}
Good
Use of Information: The formative and summative assessments will illustrate student instructional needs. Based on the results differentiated instructional groups (intensive and immediate) will be developed and will meet two times per week for focus on the Learning Goal. Small group instruction for above level students will also occur once a week to teach writing sentences to describe the story elements.
Explanation
A description of the use of the data and information collected is provided. It is unclear how the formative assessment information will be used differently than the summative assessment data. The description of the leveled student groups for struggling students identifies a focus on the Learning Goal as does the above level group; however, it is unclear why the sentence writing is only for the students above level. This description would be strengthened if information was provided on how the different assessment types will be used for all students. Additionally, the description should clarify the expectations for the groups of students.
Better
The formative assessment process will illuminate the specific needs of each student, whether decoding, comprehension of story elements, or recording the information on the organizer. Based on the formative

assessment results flexible instructional groups (intensive, immediate, enrichment) will be developed and will meet two to three times per week for focus on the specific learning need.

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:
Baseline data were collected and used to determine four groupings-Exceeds, Proficient, Developing and Emerging:

- Graphic organizer with BME on the story "The Ugly Duckling",
- Teacher checklist of letters and sounds assessment, and
- IStation Listening Comprehension from August assessment.

A spreadsheet was used to record the information and to similarities and differences among the assessments.

Explanation

The data included for establishing baseline levels provides an overall understanding of students' knowledge of pre-requisite knowledge and skills for the Learning Goal. An explanation of why the baseline data source was selected would strengthen this section.

Better

Baseline data were collected and used to determine four groupings-Exceeds, Proficient, Developing and Emerging:

- Graphic organizer with BME on the story "The Ugly Duckling" to determine students' understanding of story structure after the story is read aloud,
- a teacher checklist letters and sounds assessment – to determine students' pre-requisite reading skills,
- IStation Listening Comprehension from August assessment – to determine students' understanding of texts read aloud.

A spreadsheet was used to record the information and to similarities and differences among these assessments.

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: Students in this level are able to apply letter, sound, and comprehension of text in responses.

Proficient: Students in this level require minimal prompting and support to apply letter, sound, and comprehension of text in responses.

Developing: Students in this level require significant prompting and support to apply letter, sound, and comprehension of text in responses.

Emerging: Students in this level struggle with applying letter, sound, and comprehension of text in responses even with significant prompting and support.

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 what students are specifically doing that demonstrates why they are placed in these levels.

Better

8

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

Exceed: Students in this level are able to apply letter, sound, and comprehension of text in responses and are often instructed through the enrichment small group instruction.

Proficient: Students in this level require minimal prompting and support to apply letter, sound, and comprehension of text in responses and fluctuate with the need for additional support.
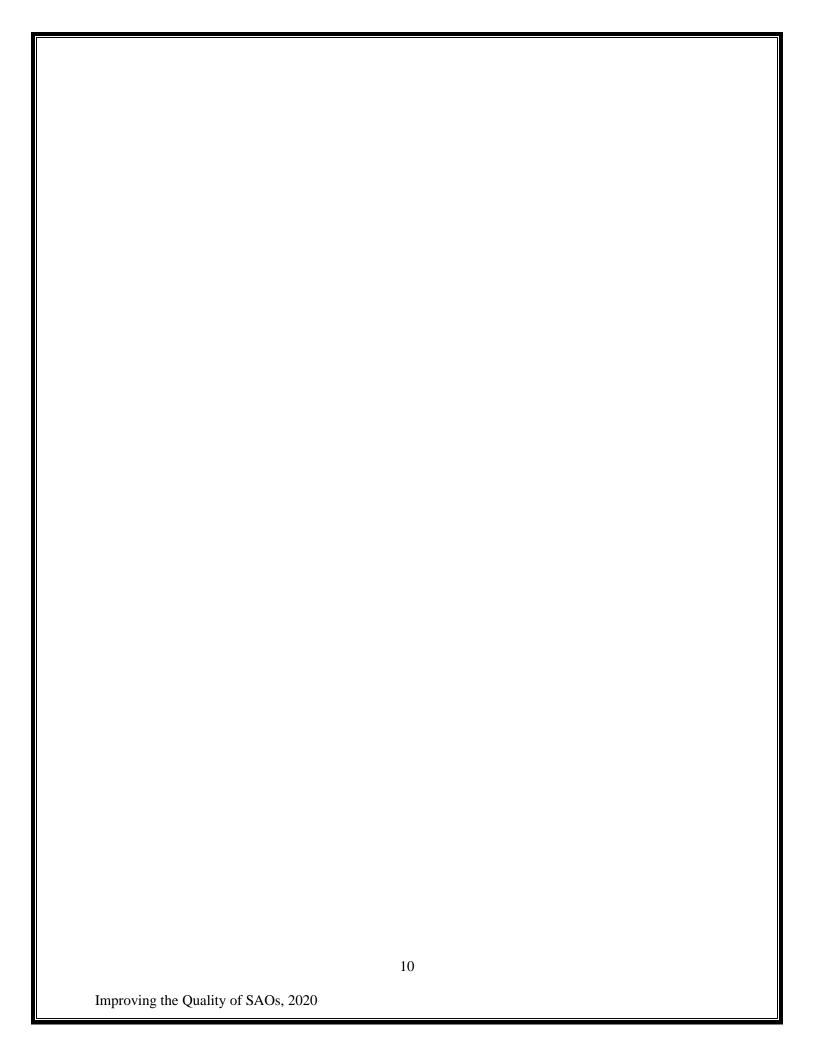
Developing: Students in this level require significant prompting and support to apply letter, sound, and comprehension of text in responses and are often instructed through the intensive small group instruction.

Emerging: Students in this level struggle with applying letter, sound, and comprehension of text in responses even with significant prompting and support and are often instructed through the immediate small group instruction.

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				
A	Proficient	Exceeds		
B	Developing	Exceeds		
C	Developing	Exceeds		
D	Proficient	Exceeds		
Proficient				
E	Proficient	Proficient		
F	Emerging	Proficient		
G	Developing	Proficient		
H	Developing	Proficient		
I	Developing	Proficient		
Developing				
J	Emerging	Developing		
K	Emerging	Developing		
L	Emerging	Developing		
M	Emerging	Developing		
N	Emerging	Developing		
O	Developing	Developing		
Emerging				
P	Emerging	Emerging		

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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:
Baseline data were collected and used to determine four groupings-Exceeds, Proficient, Developing and Emerging:

- Graphic organizer with BME on the story "The Ugly Duckling" – this story will be read aloud to students and they will be asked to complete the graphic organizer. This pre-assessment will occur after several stories are read aloud and the completion of a graphic organizer is modeled. It will provide information on students' understanding of a story structure, the ability to draw and write, as well as to explain what they write.
- a teacher checklist letters and sounds assessment – this early literacy assessment will provide information about students' knowledge of how letters and sounds work. This information is a pre-requisite to successful independent reading and writing.
- IStation Listening Comprehension from August assessment – this assessment will provide information about students' ability to comprehend what is read to them.

A spreadsheet was used to record the information and to similarities and differences among these assessments.

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

Baseline data were collected and used to determine four groupings-Exceeds, Proficient, Developing and Emerging:

1. IStation Listening Comprehension from August assessment – this assessment will provide information about students' ability to comprehend what is read to them.
2. Graphic organizer for drawing and/or writing about the beginning and ending on the story "The Ugly Duckling" – this story will be read aloud to students and they will be asked to complete the graphic organizer. This pre-assessment will occur after several stories are read aloud and the completion of a graphic organizer is modeled. It will provide information on students understanding of a story structure and the ability to draw and/or write about one or two events. This assessment will demonstrate if there is a difference between how the student performed in August after some instruction.

For these two assessments:

- When the student baseline data showed comprehension he/she was determined to be in the Exceeds baseline level.
- When the student baseline data showed partial but accurate comprehension he/she was determined to be in the Proficient baseline level.
- When the student baseline data showed incomplete and some inaccurate comprehension he/she was determined to be in the Developing baseline level.
- When the student baseline data showed significant confusion and misunderstanding of the story, he/she was determined to be in the Emerging baseline level.

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3. A teacher checklist letters and sounds assessment – this early literacy assessment will provide information about students' knowledge of how letters and sounds work. This information is a pre-requisite to successful independent reading and writing.

This data was used to determine students' early pre-requisite knowledge and skills for decoding and subsequently for reading comprehension.

For this assessment:

- When the student demonstrated ≥80% on recognition of letters and sounds he/she was determined to be in the Exceeds baseline level.
- When the student demonstrated 60-79% on recognition of letters and sounds he/she was determined to be in the Proficient baseline level.
- When the student demonstrated 40-59% on recognition of letters and sounds he/she was determined to be in the Developing baseline level.
- When the student demonstrated ≤39% on recognition of letters and sounds he/she was determined to be in the Emerging baseline level.

A spreadsheet was used to record the information and a cross-check between the assessments was conducted in an effort to determine if there were major discrepancies. Since the knowledge and letters and sounds are critical for independently reading, these scores were given the greatest priority in determining student baseline levels.

Good

Setting Target Levels:

Most students should be able to demonstrate increased achievement by at least one level based on the scoring guide. Only one student met the criteria for remaining in the Emerging level. This student did not know any letters or sounds and struggled with retelling the story in August and after instruction. All other students demonstrated the criteria for moving into different levels.

Explanation

The explanation provided identifies that all students will be able to demonstrate improved achievement by the end of the year. There is rationale for one student to remain in the same target level as the baseline level (Emerging). The intention of this part of the planning section is to explain why students were placed in their target level. This explanation refers to the scoring guide, which was not referenced in establishing 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 increased achievement by at least one level based on the scoring guide. Only one student met the criteria for remaining in the Emerging level.

- When the baseline data sources showed consistent understanding of the beginning and ending event of a story and at least half of the letters and sounds he/she was determined to be in the Exceeds target level. These students will be able to consistently and independently read and comprehend grade level text with insignificant or no support.
- When the baseline data sources showed understanding of the beginning or ending event of a story in at least one comprehension baseline data source and at least half of the letters and sounds he/she was determined to be in the Proficient target level. These students will be able to consistently and independently read and comprehend grade level text with minimal prompting and support.
- When the baseline data sources showed understanding of the beginning or ending event of a story in at least one comprehension baseline data source and less than half of the letters and sounds he/she was determined to be in the Developing target level. These students will be able to read and comprehend text with significant prompting and support.
- When the baseline data sources showed a lack of understanding of the beginning or ending event of a story in both comprehension baseline data sources and less than 10% of the letters and sounds he/she was determined

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to be in the <u>Emerging</u> target level. These students will require intensive prompting and support to be able to read and comprehend text.

Good

Ambitious and Realistic:

The targets are ambitious and realistic as all kindergarten students are expected to demonstrate increased reading achievement with direct decoding and comprehension instruction.

- The two students beginning in the <u>Proficient</u> group should progress to <u>Exceeds</u> level with focused instruction as their comprehension errors were minor. They were also in the high range of letter and sound recognition.
- Two students beginning in the <u>Developing</u> group are anticipated to move to the <u>Exceeds</u> group. These students are excited about learning to read and independently demonstrate the use of comprehension strategies (e.g., text-to-self, text-to-world) that should set them up for success.
- One student beginning in the <u>Proficient</u> group will remain in the <u>Proficient</u> group. This student will make a full years' worth of growth; however, when faced with information that is new, this student acts out and requires support to move forward with the learning process.
- There is one student beginning in the <u>Emerging</u> group that should move to the <u>Proficient</u> group. Similar to the two students identified above, this student is excited about learning to read and with targeted and focused instruction this student will advance to being proficient.
- The three students beginning in the <u>Developing</u> group should move to the <u>Proficient</u> group with targeted and focused instruction. These students struggled with letter and sound recognition but have good verbal skills in retelling the stories.
- The five students beginning in the <u>Emerging</u> group should be able to move to the <u>Developing</u> group and perhaps to the Proficient group with targeted and focused instruction. However, these students letter and sound recognition, as well as with identifying the beginning and end of a story. Additionally, two of these students are ESL students but do have some knowledge of the English language.
- One student beginning in the Developing group will remain at this level. This student is an ESL student with minimal knowledge of the English language.
- One student beginning in the <u>Emerging</u> group will remain at this level. This student is ESE and is severely below grade level. This student has had no preschool experience and has had no literacy exposure and the home environment provides little to no academic support.

The progress of these students will be revisited in January to determine if any appropriate adjustments can be made to their targets after intense instruction.

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 provides a rationale for placing the students in the target level given the instruction provided.

Better

{Nothing else is required.}

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