This template is designed to help teachers create SAOs. A complete SAO must include the planning information found in the SAO instructional guide.

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| **Course/Grade Level Information** | |
| Course Name | Life Science |
| Brief Course Description | Sixth grade focuses on an introduction to physical, life science, and earth space science in which they explore basic science concepts in from both texts and a laboratory setting. |
| Grade Level(s) | Grade 6 |
| Course Length | Year-long |

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| **Process, Implementation Timeline, and Sign-Offs** | |
| List the names and current job positions of those developing this SAO. | Scott Franklin, Grade 7 Teacher |
| Administrator Name & Title | Dr. Thompson |
| Administrator sign-off of initial SAO |  |

**Directions for Establishing a Learning Goal:** Use the planning information and the SMART Review to refine and tailor the description of the learning goal you described**.**

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| **Learning Goal:** a description of 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. | |
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| **Learning Goal for this SAO:** | |
| Describe the **learning goal** for this SAO. | Students in grade 6 will apply their understanding of the physical, life, and earth space science concepts by creating and applying appropriate models and to use the models to support writing a scientific explanation of a phenomenon. |

*\*See planning pages*

**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. | |
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| **Assessments** **for this SAO** | |
| Describe the **assessments** (such as performance tasks and their corresponding rubrics) that measure students’ understanding of the learning goal[[1]](#footnote-1). | Task 1  Students will independently create a model for two phenomena through scale or analogue models. The focus of these two phenomena include: 1) how the Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition, and 2) how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing.  Task 2  Students will write an information scientific explanation, referencing their model, and explaining the science concepts associated with the phenomena. |

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| Explain how student performance is defined and scored using the assessments. Include the specific rubric and/or scoring criteria to be used. | Student responses will be scored using a 4-point analytic modeling rubric and 4-point analytic informational writing rubric.  The science criteria to be analyzed include diagram, research, science concepts, and construction. The writing criteria to be scored includes purpose/controlling idea, organization, development, and language/conventions.  Rubrics will be submitted separately. |

*\*See pages 9-10 in the Instructional Guide for Developing Student Achievement Objectives*

**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. | |
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| **Actual Performance from Baseline Data** | |
| Identify the actual performance (e.g., grades, test scores, etc.) from the collected baseline data used to establish starting points for students and place students into “starting” groups such as high, typical, and low. | Student should demonstrate the ability to meet the proficient level expectations on the science modeling and informational writing rubric. Using the baseline data collected at the beginning of the year the expectation is that students will increase by at least one level on the rubric by the end of the year. The following is the starting points for the sixth grade students (5 classes/128 students total):  6/128 in the Exceeds Expectations Level for a preponderance of criteria  25/128 in the Meets Expectations Level for a preponderance of criteria  76/128 in the Approaching Expectations Level for a preponderance of criteria  21/128 in the Below Expectations Level for a preponderance of criteria |
| **Expected Targets for this SAO** | |
| Using students’ starting points, identify the **number or percentage of students** expected at each achievement level based on their end-of-course assessment performance(s). | By the end of the year students will be in the following groups:  18/128 in the Exceeds Expectations Level for a preponderance of criteria  86/128 in the Meets Expectations Level for a preponderance of criteria  19/128 in the Approaching Expectations Level for a preponderance of criteria  5/128 in the Below Expectations Level for a preponderance of criteria  In addition, the students who began in the Exceeds Expectations will be expected to maintain at this level, and also to be able to demonstrate proficiency through the completion of a personalized project to extend their understanding of the disciplinary core ideas, modeling, and ability to explain their understanding. |

**Directions:** Complete this section at the end of the instructional period.

| **Actual Outcomes:** identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate. | |
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| Record the **actual** number or percentage of students who achieved the targets. |  |
| Please provide any comments you wish to include about actual outcomes: | |

*\*See pages 11-12 in the Instructional Guide for Developing Student Learning Objectives*

**Directions for Teacher Ratings**: The table below is to be used by the administrator reviewing the SAO to document the teacher rating based on the targets that were established.

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| **Teacher Ratings:** Based on the results of the learning goal, assessments/tasks, and targets of this SAO, a teacher rating is noted below. | | | |
| **Does Not Meet**  Based on the students’ starting points, students performed worse than expected. | | **Meets**  Based on the students’ starting points, students performed as expected. | **Exceeds**  Based on the students’ starting points, students performed better than expected. |
| Administrator comments: | | | |
| Date | Administrator Signature | | |
| Date | Teacher Signature  (the signature does not necessarily indicate agreement with the rating) | | |

*\*See page 13 in the Instructional Guide for Developing Student Learning Objectives*

1. Assessments and rubrics need to be established as high quality, such as through the Assessment Review Tool. [↑](#footnote-ref-1)