SAO Template RESPONSE GUIDE for Classroom Teachers

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:	
Describe the **learning goal** for this SAO. This learning goal should clearly describe student expectations by the end of the instructional period.	Response Guide: • What is a *rigorous* end of year learning goal for all your students? • Is the goal focused on the essential (or priority) standards within your curriculum? • <u>What</u> are the <u>specific</u> <u>knowledge</u> and <u>skills</u> students will learn based on grade-level content standards? • <u>How</u> will <u>students</u> <u>demonstrate</u> evidence of their learning? • Should be an important "slice" of the curriculum that extends throughout concepts/units within the course. *Examples: Geometry proofs, reading comprehension, writing process, math problem-solving, science inquiry, etc.*

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 what students will be able to do 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:	
Which big idea is supported by the learning goal?	Response Guide: • How is the learning goal central to the content <u>and</u> real-world application? • Not a "Students will be able to..." statement.
Which content standards are associated with this big idea? *List all standards that apply, including the text of the standards (not just the code).*	Response Guide: • Only include standards being measured as indicated by the learning goal • Are the standards aligned with the learning goal the most essential (or priority) standards within your curriculum? • Must include the entire standard (i.e., if standard has parts a, b, c, & d; all parts must be included) • Include the full language of each standard being measured, not just the standard code • Include the WDOK level for each standard identified here (when provided on state standards)

Why is this learning goal important and meaningful for your students to learn?	Response Guide: • Why did you select this "slice" of the curriculum? • What makes this learning goal a priority over other parts of the curriculum? • What does your school and/or class data show? • What is the need (with your school and/or class data)? • Reference a need within the School Improvement Plan (SIP) here to show alignment to school needs (if possible).
In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?	Response Guide: • Keep in mind: Who are the students? What mental processing do the <u>standards</u> listed require of students? • Deep understanding = cognitive complexity, NOT difficulty • The more complex, the more mental processing required of students • What is the highest level of cognitive complexity (WDOK) students are expected to demonstrate? Explain the complex thinking required.
<u>Describe</u> the instruction and strategies you will use to teach this learning goal. *Be specific to the different aspects of the learning goal.*	Response Guide: • Should include a *description* of the strategies the *teacher* will use to instruct students, not a description of what students are expected to do. • Broad strokes; not complete lesson plans • Include the instructional strategies that will be used again and again to ensure students accomplish the learning goal. • Examples could include strategies such as: modeling, gradual release, 5E, small group instruction to extend and remediate, data chats, formative feedback, etc. Each example should include a *description* of what that strategy entails.
Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).	Response Guide: • The more complex the learning goal is, the more time will be needed to embed in instruction • The less complex the learning goal is, less time will be needed
Explain how this time span is appropriate and sufficient for teaching the learning goal.	Response Guide: • Verify that the learning goal extends over the course of a full school year, not just one or two units. • Explain how the learning goal is attainable within the time you have your students.

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	
Describe the summative and formative **assessments** that measure students' understanding of the learning goal[1]. Include a possible prompt or prompts that align to the learning goal and the identified depth of knowledge required by the standard(s).	Response Guide: • Ensure the assessments fully align with the expectations of the learning goal. • The assessments are a "body of work" for each student, not about the score on one final assessment. The entire "body of work" is used to determine each student's target outcome at the end of the year. • Formative assessments are for instructional decision-making, not for grades. They take place during instruction to inform teacher steps. • Summative assessments come after instruction and practice. They are an evaluation of what a student can do *individually* and can be used for a grade. • Summative assessments should be completed in class and should never include take home projects. • Prompt = task; A prompt could be a description of a performance task.
Explain how student performance is defined and scored using the assessments. Describe the levels of performance and the specific criteria that will be measured through the rubric or scoring guide .	Response Guide: • Teachers must provide a copy of the rubric or scoring guide to their administrator. • Rubrics or scoring guides cannot be uploaded on Journey; therefore they should be fully explained. • What are the levels of performance on the rubric that will be used to evaluate student work? • What does student work look like at each level of performance within the rubric or scoring guide? (success criteria). Provide a specific description for each level of performance. • This rubric or scoring guide should be used by students to evaluate their learning and by the teacher on a regular basis throughout the year.

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[1] Assessments and rubrics need to be established as high quality.

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 standards-based, 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:	
How often will you collect summative and formative data to monitor student progress toward this learning goal?	Response Guide: Example: • Formative = regularly within lessons • Summative = 1 time per quarter / end of unit
How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?	Response Guide: • Include description of how you will differentiate to remediate students who are struggling AND how you will differentiate to provide enrichment for students who are demonstrating proficiency.

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	
Identify the specific courses, assessments, and/or experiences (e.g., grades, test scores, surveys) used to establish baseline levels and expected outcomes for students' understanding of the learning goal.	Response Guide: • Name the academic baseline data sources used to establish baseline levels Example: A pre-test on the current grade level or course standards is <u>not</u> an appropriate measure for a baseline level. Students wouldn't do well on a pre-test on content they haven't been taught yet. • Should use at least 3 baseline data sources to establish each student's starting point and expected outcome or target level for the end of the year. • Only use behavior data when necessary (it's only one data point in unique circumstances). • Do not include your analysis of the baseline data here.
Identify the name of each target level established and define the specific end of year criteria expected for student achievement in each target level.	Response Guide: • What target levels did you establish for students to achieve by the end of the year? Name them. (i.e., Exceeding Expectations, Meeting Expectations, Approaching Expectations, Below Expectations) • Avoid names that are specific to your class/school (e.g., blue group). • What are the <u>specific performance outcomes</u> expected of students in <u>each end of the year target level</u>? (Be specific.) • What is the expected end of year outcome data for students in each target level? (i.e., cut-scores)

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)**
Exceeding Expectations Level				
Example: Mary	Approaching Expectations	Exceeding Expectations	Exceeding Expectations	Yes
Meeting Expectations Level				
Approaching Expectations Level				
Below Expectations 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:

Name and describe the criteria used from the baseline sources to create the differentiated baseline levels.	Response Guide: • What baseline levels did you establish? Name them. • Explain how all baseline data sources were used to establish the baseline levels. What is the specific criteria for a student to be identified in each baseline level? Example: When the student baseline data showed _____, students were determined to be in the 'Below Proficiency' baseline level. When the student baseline data showed _____, students were determined to be in the 'Grade Level Proficiency' baseline level.
Describe how the targets levels were determined in connection with baseline data or information, student history, or other trend data or information.	Response Guide: • Describe how each target level was determined. Example: When the student baseline data showed _____ , students were determined to be in the 'above expectations' target level. When the student baseline data showed _____, students were determined to be in the 'meet expectations' target level.
Explain how the expected targets identified demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.	Response Guide: • If applicable, explain achievement gains expected for students who begin and end at the same level. (i.e., baseline = low & target = low) • Explain how each student's expected target level demonstrates at least a year's worth of growth for a year's worth of instruction.

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.

Teacher Ratings: Based on the results of the learning goal, assessments/tasks, and targets of this SAO, a teacher rating is noted below.			
☐ **Unsatisfactory** ≤ 50.99% of the learning targets achieved	☐ **Needs Improvement/Developing** 51.00%-69.99% of the learning targets achieved	☐ **Effective** 70.00%-89.99% of the learning targets achieved	☐ **Highly Effective** 90.00%-100.00% of the learning targets achieved.
Administrator comments:			
Date	Administrator Signature		
Date	Teacher Signature (the signature does not necessarily indicate agreement with the rating)		