STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: **Grade 8 - General Education Classroom**
Content Area: **English Language Arts (Writing)**

Component	Guiding Questions	Descriptors
Baseline/ Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	1. Grade 7 – May 2014 – Universal Screening Data – District Spring Benchmark Writing Assessment 2. Grade 8 – September 2014 – Universal Screening Data- District Fall Benchmark Writing Assessment 3. Qualitative data from student profiles, formative assessment samples from student portfolio, and cumulative record review
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	For the group of 60 eighth grade students that I work with, I used available district assessments and cut points, and gathered the following baseline data; <table><tr><th>Measure</th><th>Fall Writing Benchmark Assessment</th></tr><tr><td rowspan="4">Number of students at score-point levels</td><td>4 points = 14 students</td></tr><tr><td>3 points = 12 students</td></tr><tr><td>2 points = 22 students</td></tr><tr><td>1 points = 12 students</td></tr></table> Overall, 57% of students did not achieve grade-level expectations (score point 2 or 1) in their ability to provide adequate support and relevant evidence for claims and arguments as determined by the Smarter Balanced Evidence and Elaboration Argumentative Writing rubric. <u>Classroom composition</u>: Thirty-seven girls and twenty-three boys; eight students with IEPs
Standards And Learning Content	*Which standards are connected to the learning content?*	*While all standards will be addressed this school year, these critical skills have been prioritized for my goal because I can have a high impact on student learning and these skills are measurable using available assessment tools.* 1. <u>Text Types and Purposes</u>: CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence 2. <u>Text Types and Purposes</u>: CCSS.ELA-Literacy.W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
Student Learning Goal/ Objective Statement	*What is the expectation for student growth and development?*	By May 2015, all of my students will improve their ability to support claims with credible and relevant evidence.

Indicators Of Academic Growth And Development (IAGDs)
 	
Growth Targets
	3. How will you measure progress toward your student learning goal/objective?
	
	4. What targets will you establish to demonstrate attainment of your student learning goal/objective?
	
	NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs.
		<u>IAGDs:</u>
		1. **ASSESSMENTS/MEASURES OF PROGRESS**
		   1) <u>District Benchmark Writing Prompts</u> for Progress Monitoring and Universal Screening- 3 writing prompts.
		
		2. **GROWTH TARGETS**
		   1) By May 2015 at least 85% of the students that did not achieve grade-level expectations (score point 2 or 1) in the Evidence/Elaboration rubric on the **first** writing prompt baseline will move up at least one score-point on the **second** writing prompt.
		
		   2) By May 2015 at least 50% of the students that did not achieve grade-level expectations (score point 2 or 1) in the Evidence/Elaboration rubric on the **third** writing prompt will move up at least one score-point on the rubric.
		
		Because progress monitoring is a dynamic process and measures are sensitive to growth, changes in Growth Targets will likely be adjusted at the mid-year conference.

Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?*	After developing a matrix of student scores, in addition to Tier 1 instruction, explicit instruction of writing strategies, and individual writing conferences, I will differentiate the frequency and intensity of instruction through flexible grouping. The following instructional practices will be employed: • Mini-lessons demonstrating the use of adequate support and relevant evidence for claims and arguments • Mini-lessons on choosing and integrating accurate, credible sources • Mini-lessons on choosing and integrating relevant text evidence in support of a claim with corresponding activities for students to complete demonstrating the understanding and application of this skill • Mini-lessons on writing a claim and argument • Scaffolded Instruction • Provide opportunities for varying degrees of practice or extension • Partner work through the writing process on identifying the writer's claim • Mentor Texts • Entrance/Exit Slips based on classroom lesson in which students identify the credible evidence that was used to support of a claim • Weekly use of News ELA article in which students either determine the author's claim with supporting evidence, or students create a written response to an article using text evidence to support their claim