

STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: **Grade 4 - General Education Classroom**

Content Area: **English Language Arts (Writing)**

Component	Guiding Questions	Descriptors							
Baseline/ Trend Data	<i>What data were reviewed to assist in establishing the student learning goal/objective?</i>	<ol style="list-style-type: none"> Grade 3 – June 2014 – District Writing Assessment scored with Smarter Balanced Informational Evidence/Elaboration Rubric Grade 4 – September 2014 – District Writing Assessment scored with Smarter Balanced Informational Evidence/Elaboration Rubric Qualitative data from student profiles, samples from student e-portfolio, and cumulative record review 							
Student Population	<i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i>	<p>For the group of 22 fourth grade students, I used available student portfolios and the classroom based measure given as a baseline in September, and gathered the following data:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Measure</th> <th>Classroom-Based Measurement</th> </tr> </thead> <tbody> <tr> <td rowspan="4" style="text-align: center;">Number of students at score point levels</td> <td style="text-align: center;">2 students (1%) at 4/4</td> </tr> <tr> <td style="text-align: center;">5 students (22%) at 3/4</td> </tr> <tr> <td style="text-align: center;">10 students (45%) at 2/4</td> </tr> <tr> <td style="text-align: center;">5 students (22%) at 1/4</td> </tr> </tbody> </table> <p><u>Classroom composition:</u> Nine boys and thirteen girls; Two students with IEPs, one student has a 504 plan, and four students receive SRBI reading and/or math intervention support.</p>	Measure	Classroom-Based Measurement	Number of students at score point levels	2 students (1%) at 4/4	5 students (22%) at 3/4	10 students (45%) at 2/4	5 students (22%) at 1/4
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Standards And Learning Content	<i>Which standards are connected to the learning content?</i>	<p><i>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.</i></p> <p><u>Text Types and Purposes:</u> CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.W.4.2.B: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CCSS.ELA-LITERACY.W.4.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic. 							
Student Learning Goal/Objective Statement	<i>What is the expectation for student growth and development?</i>	<p>Students will write an evidence-based informative report/essay/article.</p> <p>Students will draw evidence from sources and integrate information related to the topic.</p>							

<p>Indicators Of Academic Growth And Development (IAGDs)</p> <p>Growth Targets</p>	<p>A. <i>How will you measure progress toward your student learning goal/objective?</i></p> <p>B. <i>What targets will you establish to demonstrate attainment of your student learning goal/objective?</i></p> <p>NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs</p>	<p>IAGDs:</p> <p>A. <u>ASSESSMENTS/MEASURES OF PROGRESS</u></p> <p>1) <u>District Benchmark Writing Prompts</u> for Progress Monitoring and Universal Screening three times a year.</p> <p>2) <u>Curriculum-based Measures</u> – Throughout each unit students are assessed using a variety of formative assessments. The curriculum -based measures are short responses focusing on eliciting targeted skills.</p> <p>B. <u>GROWTH TARGETS</u></p> <p>1) By May 2015 at least 85% of the students (12 out of 15) that did not achieve grade-level expectations (score point 2 or 1) on the Smarter Balanced Informational Evidence/Elaboration rubric during the baseline district writing prompt will move up at least one score point on the rubric.</p> <p>2) By May 2015 at least 80% of the students (17 out of 22) will meet or exceed grade-level expectations (score point 3 or 4) on the Smarter Balanced Informational Evidence/Elaboration rubric.</p> <p><i>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.</i></p>
<p>Instructional Strategies/Supports</p>	<p><i>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?</i></p>	<p>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.</p> <p>The following instructional practices will be employed:</p> <ul style="list-style-type: none"> • Mini-lessons demonstrating the use of adequate support and relevant evidence for controlling/main idea • Mini-lessons on choosing and integrating accurate, credible sources • Mini-lessons on choosing and integrating relevant text evidence in support of a controlling/main idea with corresponding activities for students to complete demonstrating the understanding and application of this skill • Mini-lessons on writing a controlling/main idea • Scaffolded Instruction • Provide opportunities for varying degrees of practice or extension • Partner work through the writing process on identifying the writer’s controlling/main idea • Mentor Texts • Entrance/Exit Slips based on classroom lesson in which students identify the credible evidence that was used to support of a main idea