

## STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: 6  
Content Area: Math

Component	Guiding Questions	Descriptors
<b>Baseline/Trend Data</b>	<i>What data were reviewed to assist in establishing the student learning goal/objective?</i>	<ol style="list-style-type: none"> <li>1. NWEA Map test. September 2014</li> <li>2. Analysis of grade 5 performance task September 2014</li> <li>3. Interim Comprehensive Assessment grade 5 October 2014</li> </ol>
<b>Student Population</b>	<i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i>	I have 87 grade 6 students this year. The breakdown of this includes 10 special education students and 4 ELL students. When the scores were reported for the NWEA Map test, 39 of these students scored between a 199 and 234 for the overall RIT which is below grade level. As the CCS continues to be implemented, these students will need to be able to understand mathematical connections to be able to solve problems.
<b>Standards And Learning Content</b>	<i>Which standards are connected to the learning content?</i>	<p><b><u>CCSS Mathematical Practice #1</u></b> Make sense of problems and persevere in solving them.</p> <p>This practice spans all of the content standards of the grade 6 curriculum. It is also directly linked to Claim 2 Problem Solving on Smarter Balanced Assessment: Students can solve a range of well-posed problems in pure mathematics, making productive use of knowledge and problem-solving strategies.</p> <p>This requires Mathematically proficient students to:</p> <ul style="list-style-type: none"> <li>• Explain to themselves the meaning of problems and look for extra point to its solution</li> <li>• Analyze givens, constraints, relationships and goals</li> <li>• Make conjectures</li> <li>• Plan a solution rather than simply jump into a solution</li> <li>• Draw diagrams of important features</li> <li>• Check answers to problems and ask, “does it make sense”</li> <li>• Understand the approaches of others</li> </ul>
<b>Student Learning Goal/Objective Statement</b>	<i>What is the expectation for student growth and development?</i>	My grade 6 students will show growth in making sense of problems and persevere in solving them.

<p><b>Indicators Of Academic Growth And Development (IAGDs)</b></p> <p><b>Growth Targets</b></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><b>NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs.</b></p>	<p><b><u>IAGDs:</u></b></p> <p><b><u>A. ASSESSMENTS/MEASURES OF PROGRESS</u></b></p> <ol style="list-style-type: none"> <li>1. NWEA Map test administered 3 times per year.</li> <li>2. Common district assessments.</li> </ol> <p><b><u>B. GROWTH TARGETS</u></b></p> <ol style="list-style-type: none"> <li>1. 20% of targeted students scoring between 199 and 234 overall RIT, will show growth of a 3 points or more on the Winter 2014 or Spring 2014 district administered MAP test.</li> <li>2. 95% of my students will pass the grade 6 January and June Common Assessments.</li> </ol>
<p><b>Instructional Strategies/Supports</b></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>	<ul style="list-style-type: none"> <li>• Teacher will provide time for students to discuss problem situations individually, in pairs, in groups, and as a class.</li> <li>• The teacher will refrain from providing the correct answers and instead guide to students into finding a way to prove if the answer is correct or reasonable. When students are confident about their answer and reasoning, a class summary will be written in interactive notebook.</li> <li>• The “Talk Frame” strategy will be used to guide discussion and promote active engagement from all students.</li> <li>• The teacher will engage students in “Gallery Walk” when completing open ended or complex problems for the purposes of sharing ideas and reasoning. Students will then have the opportunity to revise answers or reasoning (if necessary) based on what they learned for this activity.</li> <li>• Students’ desks will have the 8 Math Practices attached to them so that students can refer to them during activities every day.</li> <li>• Teacher will ask specific questions to develop Mathematical thinking.</li> <li>• The teacher will model how to mark the text during reading and make deliberate efforts to teach tier two and three words.</li> </ul>