

**Illinois State Board of Education
Fourth Grade Math Example**

General Information

Academic Year	2015-2016
Educator Name	Example Teacher
Course/Subject	Math
Grade Level(s)	Grade 4
Interval of Instruction	9/1/15 – 2/15/16

Timeline

Initial Approval Date	9/1/15
Midcourse Check-In Date	11/15/15
Midcourse Check-In Notes: The growth target for Amy was adjusted from approaching to meeting due to examples of student course work indicating that she was on track to exceed her initial target.	

Element 1: Learning Goal

<input type="checkbox"/> Describe the learning goal.	Students will solve multistep word problems using the four operations with whole numbers.
<input type="checkbox"/> Identify the content standards associated with the learning goal. <i>Include the text of the content standards.</i>	<p>CCSS.Math.Content.4.OA.A.1 Interpret a multiplication equation as a comparison (e.g., interpret $35=5\times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>CCSS.Math.Content.4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>CCSS.Math.Content.4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these</p>

	<p>problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><u>Mathematical Practices</u></p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 6. Attend to precision.
<input type="checkbox"/> Describe the student population.	<p>The student population includes 15 fourth grade students. In addition, Amy has an IEP for a specific learning disability in writing, and Elizabeth is categorized as an English Learner.</p>
<input type="checkbox"/> Summarize the instructional strategies used to teach the learning goal.	<p>Students will engage in regular opportunities to solve word problems using the context of their daily lives as examples. Students will learn specific problem-solving strategies that will serve as scaffolds promoting student independence. In addition, instruction will move from the concrete, to the representational, to the abstract using manipulative models.</p>

Discussion Questions

- What “big idea” is supported by the learning goal?
- How does the learning goal support students’ development of critical thinking, problem solving, and analytical skills?

Element 2: Assessment

<input type="checkbox"/> Describe the assessment and evaluation procedures that measure students’ understanding of the learning goal.	<p>Students will demonstrate their understanding of the learning goal using commonly developed performance tasks that require students to complete multistep word problems that increase in complexity throughout the school year. Students will add these completed performance tasks to an electronic portfolio that also includes student generated word problems. Performance tasks will be evaluated using a rubric. In addition, formative assessment will be used to regularly check for student understanding.</p>
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<input type="checkbox"/> Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	Assessments will be differentiated for Amy according to the accommodations included in her IEP. Elizabeth will be provided with extended time to complete tasks, and all directions and prompts will be read aloud.
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Discussion Questions

- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this assessment information to monitor student progress and inform your instruction?

Element 3: Growth Targets

<input type="checkbox"/> Identify students' baseline data.	<table border="1"> <thead> <tr> <th>Student</th> <th>Below</th> <th>Approaching</th> <th>Meeting</th> <th>Exceeding</th> </tr> </thead> <tbody> <tr><td>Amy</td><td>X</td><td></td><td></td><td></td></tr> <tr><td>Aaron</td><td>X</td><td></td><td></td><td></td></tr> <tr><td>Andrew</td><td></td><td>X</td><td></td><td></td></tr> <tr><td>David</td><td></td><td>X</td><td></td><td></td></tr> <tr><td>Diana</td><td></td><td></td><td>X</td><td></td></tr> <tr><td>Elizabeth</td><td>X</td><td>X</td><td></td><td></td></tr> <tr><td>Franklin</td><td></td><td></td><td>X</td><td></td></tr> <tr><td>George</td><td>X</td><td></td><td></td><td></td></tr> <tr><td>Isaac</td><td></td><td>X</td><td></td><td></td></tr> <tr><td>Jason</td><td></td><td>X</td><td></td><td></td></tr> <tr><td>Jennifer</td><td></td><td>X</td><td></td><td></td></tr> <tr><td>Julie</td><td></td><td>X</td><td></td><td></td></tr> <tr><td>Mathew</td><td>X</td><td></td><td></td><td></td></tr> <tr><td>Nathan</td><td>X</td><td></td><td></td><td></td></tr> <tr><td>Sarah</td><td></td><td>X</td><td></td><td></td></tr> </tbody> </table>	Student	Below	Approaching	Meeting	Exceeding	Amy	X				Aaron	X				Andrew		X			David		X			Diana			X		Elizabeth	X	X			Franklin			X		George	X				Isaac		X			Jason		X			Jennifer		X			Julie		X			Mathew	X				Nathan	X				Sarah		X		
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- Using students' baseline data identify appropriate growth targets for your student population.

Student	Below	Approaching	Meeting	Exceeding
Amy			X	
Aaron			X	
Andrew			X	
David			X	
Diana				X
Elizabeth			X	
Franklin				X
George			X	
Isaac			X	
Jason			X	
Jennifer			X	
Julie			X	
Mathew			X	
Nathan			X	
Sarah			X	

Discussion Questions

- Explain how the growth targets demonstrate ambitious, yet realistic targets, for all students described in the student population.

Element 4: Outcome

<input type="checkbox"/> Document the number or percentage of students who achieved their identified growth targets.	Student	Below	Approaching	Meeting	Exceeding
	Amy			X	
	Aaron			X	
	Andrew			X	
	David			X	
	Diana				X
	Elizabeth			X	
	Franklin				X
	George			X	
	Isaac			X	
	Jason				X
	Jennifer			X	
	Julie			X	
	Mathew			X	
Nathan			X		
Sarah			X		

Required for Evaluator	
<input type="checkbox"/> Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating.	All students met their identified growth targets. Jason exceeded his identified growth target.

Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	25% - 50% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	51% - 75% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	76% - 100% of Students Met the Indicated Growth Target(s). <input checked="" type="checkbox"/>
Date: 2/15/16	Evaluator Signature: <i>Example Evaluator</i>		
Date: 2/15/16	Teacher Signature: <i>Example Teacher</i>		