

**Illinois State Board of Education
Ninth Grade English Example**

General Information

Academic Year	2015-2016
Educator Name	Example Teacher
Course/Subject	English I
Grade Level(s)	Grade 9
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: Tony's growth target was adjusted from capable to experienced due to examples of student course work indicating that he was on track to exceed his initial target. In addition, David and Talia were removed from the SLO due to absences exceeding 50% of the first half of the SLO cycle.	

Element 1: Learning Goal

<input type="checkbox"/> Describe the learning goal.	Students will write informative and explanatory texts that convey a clear, focused, and substantive main idea.
<input type="checkbox"/> Identify the content standards associated with the learning goal. <i>Include the text of the content standards.</i>	<p>CCSS.ELA-Literacy.WHST.9-10.2.a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-Literacy.WHST.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>

	<p>CCSS.ELA-Literacy.WHST.9-10.2.c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-Literacy.WHST.9-10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>CCSS.ELA-Literacy.WHST.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.ELA-Literacy.WHST.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<input type="checkbox"/> Describe the student population.	<p>The student population includes 18 ninth grade students enrolled in English I. In addition, Juliet, Richard, and Manuel have IEPs for specific learning disabilities, and Richard is also categorized as an English Learner.</p>
<input type="checkbox"/> Summarize the instructional strategies used to teach the learning goal.	<p>Students will analyze samples of informative and explanatory texts. In addition, students will create writing portfolios that include drafts, revisions, and final copies of texts that they have worked on throughout the school year. Students will also engage in self- and peer-assessment of their writing that will be included in their writing portfolios.</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.	Writing prompts have been created by the district English department aligned to the district curriculum and state standards. The <i>6+1 Trait</i> © writing rubric will be used to evaluate these writing prompts throughout the school year. In addition, formative assessment such as self- and peer-assessment will be used to regularly check for student understanding.
<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 Juliet, Richard, and Manuel according to the accommodations included in student's individual IEPs. Juliet will be allowed to use a word processor to complete all written coursework and assessments. Richard and Manuel will both receive extended time to complete assessments, and Manuel will also receive all directions and writing prompts verbally. In addition, Richard will be provided with a task specific glossary, picture prompts for all directions, and a paragraph template that includes appropriate guiding questions.

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

Identify students' baseline data.

Student	Beginning	Emerging	Developing	Capable	Experienced	Exceptional
Adrian			X			
Anne		X				
Brian			X			
Carlos			X			
David						
Dionne				X		
Esther			X			
Juliet		X				
Karen		X				
Lewis			X			
Michael		X				
Manuel		X				
Melissa			X			
Nathan		X				
Richard	X					
Talia				X		
Tony			X			

- Using students' baseline data identify appropriate growth targets for your student population.

Student	Beginning	Emerging	Developing	Capable	Experienced	Exceptional
Adrian					X	
Anne			X			
Brian				X		
Carlos				X		
David					X	
Dionne					X	
Esther				X		
Juliet				X		
Karen				X		
Lewis				X		
Michael				X		
Manuel			X			
Melissa				X		
Nathan				X		
Richard			X			
Talia					X	
Tony					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	Beginning	Emerging	Developing	Capable	Experienced	Exceptional
	Adrian					X	
	Anne			X			
	Brian				X		
	Carlos				X		
	Dionne					X	
	Esther					X	
	Juliet				X		
	Karen				X		
	Lewis				X		
	Michael			X			
	Manuel			X			
	Melissa				X		
	Nathan				X		
	Richard			X			
Tony					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.	<p>Approximately 93% of students met their identified growth targets. Therefore, the appropriate teacher rating is excellent. A plan has been established by the teacher to further differentiate instruction to support Manuel achieve his growth target by the end of the school year.</p>

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>		