Illinois State Board of Education
Elementary School Library Example

General Information

Academic Year	2015-2016
Educator Name	Example Teacher
Course/Subject	Library
Grade Level(s)	Grade 3
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: No changes were made.	

Element 1: Learning Goal

☐	Describe the learning goal.	Students will be able to record age appropriate notes on a research topic.
☐	Identify the content standards associated with the learning goal. *Include the text of the content standards.*	**New Illinois Learning Standards -ELA** • CC.3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. • CC.3.RI.5 Use information gained from illustrations and the words in a text to demonstrate understanding of the text. • CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **American Association of School Librarians - Standards for the 21st Century Learner** • 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

		• 1.3.1 Respect copyright/intellectual property rights of creators and producers. **Illinois Standards Aligned Instruction for Libraries** • 3.2.1 Learn to choose what facts and details to include in note taking. • 3.2.3 Use different clues to determine important ideas in illustrations and text.
☐	Describe the student population.	There are two students who are English Learners and two students with identified learning disabilities in reading.
☐	Summarize the instructional strategies used to teach the learning goal.	The librarian will instruct students on note taking practices, and students will engage in individual and small group activities practicing taking notes by rephrasing main ideas and supporting details. In addition, students will practice discriminating which information is relevant to the research question, identifying individual facts, and organizing their notes accordingly. Finally, students will also practice citing their sources.

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

☐	Describe the assessment and evaluation procedures that measure students' understanding of the learning goal.	At the beginning of the school year, students will be given a research question and passage. Students will be asked to take notes without any prior instruction. Their notes will be evaluated using the note taking rubric (see attached). Throughout the school year, formative assessment practices will be used to monitor student progress as they engage in various research projects. For the final assessment, students will be given a final research question and multiple passages. Their notes will be evaluated using the note taking rubric.

☐ Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	Based on student needs, various adaptations may be used, including: • The passage is read aloud. • Student will dictate notes. • Passage complexity will be adjusted. • Passage will be translated. • Additional time. • Note taking involves circling and underlining in place of writing.

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.

	Group 1	Group 2	Group 3	Group 4
Experimenting	12	2		
Developing			9	
Capable				1
Experienced				

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

	Group 1	Group 2	Group 3	Group 4
Experimenting				
Developing		2		
Capable	12		9	
Experienced				1

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

Element 4: Outcome

☐ Document the number or percentage of students who achieved their identified growth targets.				

	Group 1	**Group 2**	**Group 3**	**Group 4**
Experimenting				
Developing		2		
Capable	12		9	
Experienced				1

Required for Evaluator

☐ Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating.	All students either met their identified growth targets.

Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s).	25% - 50% of Students Met the Indicated Growth Target(s).	51% - 75% of Students Met the Indicated Growth Target(s).	76% - 100% of Students Met the Indicated Growth Target(s).
☐	☐	☐	☒

Date: 2/15/16	Evaluator Signature: *Example Evaluator*
Date: 2/15/16	Teacher Signature: *Example Teacher*

Note Taking Rubric

	Experimenting	Developing	Capable	Experienced
Rephrasing	Notes are copied directly from the text.	Notes sometimes include keywords and/or phrases that are in the students own words.	Notes often use keywords and/or phrases that are in the students own words.	Notes always use keywords and/or phrases that are in the students own words.
Relevance	Notes are never related to the research question(s).	Notes are sometimes related to the research question(s).	Notes are often related to the research question(s).	Notes are always related to the research question(s).
Organization	Notes are never organized using appropriate headings and subheadings separating facts.	Notes are sometimes organized using appropriate headings and subheadings separating facts.	Notes are often organized using appropriate headings and subheadings separating facts.	Notes are always organized using appropriate headings and subheadings separating facts.
Citation	Notes do not reference the source(s).	Notes do not reference the source(s).	Notes reference the source(s).	Notes reference the source(s).
Notes:				