**Illinois State Board of Education**
**Gifted Extension Example**

**General Information**

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| Academic Year | 2015-2016 |
| Educator Name | Example Teacher |
| Course/Subject | Social Studies/ELA Gifted Extension |
| Grade Level(s) | Grade 5 |
| Interval of Instruction | 9/1/15 – 2/15/16 |

**Timeline**

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| 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**

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| ☐ | Describe the learning goal. | Students will demonstrate their ability to conduct historical research. |
| ☐ | Identify the content standards associated with the learning goal. *Include the text of the content standards.* | Illinois Learning Standards – Social Science:<br><br>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.<br><br>• 16.A.4a: Analyze and report historical events to determine cause and-effect relationships.<br>• 16.A.4b: Compare competing historical interpretations of an event.<br><br>New Illinois Learning Standards - ELA:<br><br>• CCSS.ELA-LITERACY.RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.<br>• CCSS.ELA-LITERACY.RI.5.3: Explain the relationships or interactions between |

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| | two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.<br>• CCSS.ELA-LITERACY.RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.<br>• CCSS.ELA-LITERACY.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.<br>• CCSS.ELA-LITERACY.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| ☐ Describe the student population. | The student population includes 18 fifth grade students. Three students have been identified as gifted and talented. |
| ☐ Summarize the instructional strategies used to teach the learning goal. | Student will be engaged in individual and collaborative learning activities that support the following skills: comparing and contrasting, deductive and inductive thinking, making analogies, creative problem solving, making generalizations, seeing patterns and relationships, and developing insights. |

**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**

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| ☐ Describe the assessment and evaluation procedures that measure students' understanding of the learning goal. | Students will demonstrate their ability to conduct historical research by assuming the role of a character from the Civil War time period and documenting the character's perspective from a selected book of historical fiction as well as other historical references (e.g., photographs, journals, music, etc.). See example Gifted Extensions Assessment. |
| ☐ Describe how the assessment and evaluation procedures will be differentiated to meet the needs of | Gifted extension tasks will be made available that stem from the key concepts and principles concerning historical research. In addition, this project may use |

| all students described in the student population. | multiple texts to support varying reading levels and the project (i.e., Civil War Contract) was purposefully designed to allow some students to be guided step-by-step through the process while more confident learners could move at their own pace and in a sequence they find comfortable. |
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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

☐ Identify students' baseline data.

|  | Novice | Apprentice | Distinguished |
|---|---|---|---|
| Aria | X |  |  |
| Caleb | X |  |  |
| Charlotte | X |  |  |
| Cora | X |  |  |
| Daniel | X |  |  |
| Everett |  | X |  |
| Gavin | X |  |  |
| Harper | X |  |  |
| Isla | X |  |  |
| Jasper | X |  |  |
| Joshua | X |  |  |
| Lincoln | X |  |  |
| Lillian | X |  |  |
| Max | X |  |  |
| Mia |  | X |  |
| Nicolas | X |  |  |
| Phoebe |  | X |  |
| Sawyer | X |  |  |

| | Using students' baseline data identify appropriate growth targets for your student population. | | Novice | Apprentice | Distinguished |
|---|---|---|---|---|---|
| ☐ | | Aria | | X | |
| | | Caleb | | X | |
| | | Charlotte | | X | |
| | | Cora | | X | |
| | | Daniel | | X | |
| | | Everett | | | X |
| | | Gavin | | X | |
| | | Harper | | X | |
| | | Isla | | X | |
| | | Jasper | | X | |
| | | Joshua | | X | |
| | | Lincoln | | X | |
| | | Lillian | | X | |
| | | Max | | X | |
| | | Mia | | | X |
| | | Nicolas | | X | |
| | | Phoebe | | | X |
| | | Sawyer | | X | |

**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. | | Novice | Apprentice | Distinguished |
|---|---|---|---|---|---|
| ☐ | | Aria | | | X |
| | | Caleb | | X | |
| | | Charlotte | | X | |
| | | Cora | | X | |
| | | Daniel | | X | |
| | | Everett | | | X |

| | | | |
|---|---|---|---|
| | Gavin | | X | |
| | Harper | | X | |
| | Isla | | X | |
| | Jasper | | X | |
| | Joshua | | X | |
| | Lincoln | | | X |
| | Lillian | | X | |
| | Max | | X | |
| | Mia | | | X |
| | Nicolas | | X | |
| | Phoebe | | | X |
| | Sawyer | | X | |

**Required for Evaluator**

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

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