

**Illinois State Board of Education
Kindergarten Example**

General Information

Academic Year	2015-2016
Educator Name	Example Teacher
Course/Subject	English Language Arts
Grade Level(s)	Kindergarten
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 at the midpoint check-in.	

Element 1: Learning Goal

<input type="checkbox"/> Describe the learning goal.	Students will apply reading strategies to improve understanding and fluency.
<input type="checkbox"/> Identify the content standards associated with the learning goal. <i>Include the text of the content standards.</i>	<p><u>Illinois Early Learning Standard B</u>: Apply reading strategies to improve understanding and fluency.</p> <p>1.B.Ka Make predictions based on cover, title, and pictures. 1.B.Kb Connect text to prior experiences and knowledge. 1.B.Kc Engage in shared/independent reading of familiar predictable text.</p>
<input type="checkbox"/> Describe the student population.	The student population includes twenty kindergarten students. Susan and Emily have IEPs for specific learning disabilities in reading.
<input type="checkbox"/> Summarize the instructional strategies used to teach the learning goal.	The teacher will provide opportunities for students to engage in individual, center, and small group work developing their abilities to use pictures and text to make predictions; relate text to personal experiences; participate in reading of familiar text; and read a familiar text independently.

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.	Examples of student work will be collected in electronic portfolios. A common rubric will be used to evaluate students’ progress over time. In addition, anecdotal notes, checklists, and running records will be used to regularly check for student understanding and will also be included as evidence of student learning within the portfolios.
<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 Susan and Emily according to the accommodations included in their individual IEPs. In addition, Susan and Emily will receive all directions verbally using visual supports.

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	Building			Integrating		
	Earlier	Middle	Later	Earlier	Middle	Later
Amelia	X					
Daniel	X					
Emily	X					
Franklin	X					
George	X					
Joshua	X					
Jennifer		X				
Kevin	X					
Leah	X					
Levi	X					
Mary	X					
Nathan		X				
Natalie		X				
Patrick			X			
Susan	X					
Sarah	X					
Sophia		X				
Timothy	X					
Tony	X					
Veronica	X					

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

Student	Building			Integrating		
	Earlier	Middle	Later	Earlier	Middle	Later
Amelia			X			
Daniel			X			
Emily			X			
Franklin			X			
George			X			
Joshua			X			
Jennifer				X		
Kevin			X			
Leah			X			
Levi			X			
Mary			X			
Nathan				X		
Natalie				X		
Patrick					X	
Susan			X			
Sarah			X			
Sophia				X		
Timothy			X			
Tony			X			
Veronica			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.

Student	Building			Integrating		
	Earlier	Middle	Later	Earlier	Middle	Later
Amelia			X			
Daniel			X			
Emily			X			
Franklin			X			
George			X			
Joshua			X			
Jennifer					X	
Kevin			X			
Leah			X			
Levi			X			
Mary			X			
Nathan				X		
Natalie				X		
Patrick					X	
Susan			X			
Sarah			X			
Sophia				X		
Timothy			X			
Tony			X			
Veronica				X		

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 met their identified growth targets. In addition, Jennifer and Veronica 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). <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>		