

STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: **Grade 2 - General Education Classroom**
 Content Area: **English Language Arts (Reading)**

Component	Guiding Questions	Descriptors																				
Baseline/ Trend Data	<i>What data were reviewed to assist in establishing the student learning goal/objective?</i>	<ol style="list-style-type: none"> 1. Grade 1 – May 2014: Universal Screening Data: mCLASS/DIBELS Next; Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency 2. Grade 2 – September 2014: Universal Screening Data: mCLASS/DIBELS Next; Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency, DAZE Fluency 3. Grade 2 – September 2014: Universal Screening Data: Measures of Academic Progress (MAP)/Reading for Primary Grades 4. Grade 2 – September 2014: Running Records (Contextual Reading Passages/Graded Passages) 5. Qualitative data from student profiles, formative assessment samples from student portfolios, and cumulative record review 																				
Student Population	<i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i>	<p>For the group of 20 second grade students that I work with, I used available district assessments and cut points, and gathered the following baseline data:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr style="background-color: #ADD8E6;"> <th style="width: 30%;">MEASURE</th> <th style="width: 35%;">BENCHMARK GOALS</th> <th style="width: 35%;">PROFICIENCY (SEPTEMBER 2014)</th> </tr> </thead> <tbody> <tr> <td rowspan="4" style="vertical-align: top;">mCLASS/DIBELS Next: Nonsense Word Fluency</td> <td rowspan="4" style="vertical-align: top;"> <ul style="list-style-type: none"> Minimum Number of Correct Letter Sounds – 54 </td> <td style="background-color: #ADD8E6; text-align: center;">1 student above proficient</td> </tr> <tr> <td style="background-color: #C8E6C9; text-align: center;">15 students proficient</td> </tr> <tr> <td style="background-color: #FFF9C4; text-align: center;">3 students below proficient</td> </tr> <tr> <td style="background-color: #FFCDD2; text-align: center;">1 student far below proficient</td> </tr> <tr> <td rowspan="4" style="vertical-align: top;">mCLASS/DIBELS Next: Oral Reading Fluency</td> <td rowspan="4" style="vertical-align: top;"> <ul style="list-style-type: none"> Minimum Number of Words Read Correctly – 87 Percent Accuracy in Oral Reading – 97% Minimum Number of Words Used in Retell – 27 Retell Quality of Response – 2-4 </td> <td style="background-color: #ADD8E6; text-align: center;">1 student above proficient</td> </tr> <tr> <td style="background-color: #C8E6C9; text-align: center;">13 students proficient</td> </tr> <tr> <td style="background-color: #FFF9C4; text-align: center;">4 students below proficient</td> </tr> <tr> <td style="background-color: #FFCDD2; text-align: center;">1 student far below proficient</td> </tr> <tr> <td rowspan="3" style="vertical-align: top;">STAR Early Literacy: Composite Reading Score</td> <td rowspan="3" style="vertical-align: top;"> Scaled Score Range: <ul style="list-style-type: none"> 823/low risk 715–823/some risk < 715/at risk </td> <td style="background-color: #C8E6C9; text-align: center;">11 students low risk</td> </tr> <tr> <td style="background-color: #FFF9C4; text-align: center;">4 students some risk</td> </tr> <tr> <td style="background-color: #FFCDD2; text-align: center;">5 students at risk</td> </tr> </tbody> </table> <p><u>Classroom composition:</u> Thirteen girls; Seven boys; Five English learners (English Proficiency Level 1 and 2); Two special needs students (identification category - specific learning disability).</p>	MEASURE	BENCHMARK GOALS	PROFICIENCY (SEPTEMBER 2014)	mCLASS/DIBELS Next: Nonsense Word Fluency	<ul style="list-style-type: none"> Minimum Number of Correct Letter Sounds – 54 	1 student above proficient	15 students proficient	3 students below proficient	1 student far below proficient	mCLASS/DIBELS Next: Oral Reading Fluency	<ul style="list-style-type: none"> Minimum Number of Words Read Correctly – 87 Percent Accuracy in Oral Reading – 97% Minimum Number of Words Used in Retell – 27 Retell Quality of Response – 2-4 	1 student above proficient	13 students proficient	4 students below proficient	1 student far below proficient	STAR Early Literacy: Composite Reading Score	Scaled Score Range: <ul style="list-style-type: none"> 823/low risk 715–823/some risk < 715/at risk 	11 students low risk	4 students some risk	5 students at risk
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Standards And Learning Content	<i>Which standards are connected to the learning content?</i>	<p><i>While all standards will be addressed this school year, these critical skills have been prioritized for my goal because I can have a high impact on student learning and these skills are measurable using available assessment tools.</i></p> <p><u>Craft and Structure:</u></p> <ul style="list-style-type: none"> • CCSS.Literacy.RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. • CCSS.Literacy.RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. • CCSS.Literacy.RI.2.5: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <p><u>Range of Reading and Level of Text Complexity:</u></p> <ul style="list-style-type: none"> • CCSS.Literacy.RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Student Learning Goal/Objective Statement	<i>What is the expectation for student growth and development?</i>	<ul style="list-style-type: none"> • All students will increase their ability to identify key features of informational texts, and clearly understand the craft and structure in order to comprehend grade-level appropriate complex text.
Indicators Of Academic Growth And Development (IAGDs) Growth Targets	<p>A. <i>How will you measure progress toward your student learning goal/objective?</i></p> <p>B. <i>What targets will you establish to demonstrate attainment of your student learning goal/objective?</i></p> <p>NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs</p>	<p>IAGDs:</p> <p>A. ASSESSMENTS/MEASURES OF PROGRESS</p> <ol style="list-style-type: none"> 1) STAR Early Literacy assessment for progress monitoring and universal screening three times a year 2) mCLASS/DIBELS Next: Oral Reading Fluency (advanced phonics and work attack skills; accurate and fluent reading of connected text; reading comprehension) <p>B. GROWTH TARGETS</p> <ol style="list-style-type: none"> 1) Five students (25%) identified as “no proficiency level established,” “at risk,” or “some risk,” in September 2014 will reach the proficient benchmark goal as measured by the mCLASS/DIBELS Next: Oral Reading Fluency. 2) Nine students (45%) identified as “some risk” or “at risk” in September 2014 will increase their proficiency by one level by May 2015 as measured by the STAR Early Literacy assessment. 3) By May 2015, 80% of all students will be identified as “low risk” based on their STAR Early Literacy assessment scaled score. <p><i>Because progress monitoring is a dynamic process and measures are sensitive to growth, changes in Growth Targets will likely be adjusted at the mid-year conference.</i></p>
Instructional Strategies/Supports	<i>What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you</i>	<p>After developing a matrix of student scores and needs, in addition to Tier 1 Readers Workshop, comprehension strategies, and conferences, I will differentiate the amount and frequency of explicit instruction for flexible groups of students. I will also provide opportunities for varying degrees of independent practice through literacy stations.</p> <ul style="list-style-type: none"> • During the core reading instructional block, provide daily supplemental small group explicit instruction <ul style="list-style-type: none"> ○ Using informational texts, I will conduct mini lessons on identifying the main purpose, key ideas, and supporting details.

need to achieve this student learning goal/objective?

- Intensive scaffolded instruction with immediate corrective feedback will be provided.
- Think-alouds for modeling strategies (e.g., how to determine the main purpose of a text, use various text features) will be included in lessons.
- Daily academic vocabulary support (word structure and meaning; content words and concepts) and scaffolds (including sheltered instruction strategies for English learners) will be provided to all students, with level of difficulty adjusted based on student progress.
- During daily Guided Reading groups, I will provide exposure to grade level informational texts with increasing text complexity throughout the year.
 - As students move toward “some risk” and “low risk” categories, advanced word study lessons (e.g., knowledge of specificity among grade-appropriate words, prefixes and suffixes to determine the meaning of words) will be included in small group lessons.
 - Running Records will be used as the formative assessment (Contextual Reading Passages/Graded Passages) with error analysis to inform decoding instruction, and graphs to show rates of progress (accuracy and fluency).