### Baseline/Trend Data

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Descriptors</th>
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</thead>
</table>
| What data were reviewed to assist in establishing the student learning goal/objective? | 1. Grade 3 – June 2014 – District Writing Assessment scored with Smarter Balanced Informational Evidence/Elaboration Rubric  
2. Grade 4 – September 2014 – District Writing Assessment scored with Smarter Balanced Informational Evidence/Elaboration Rubric  
3. Qualitative data from student profiles, samples from student e-portfolio, and cumulative record review |

### Student Population

<table>
<thead>
<tr>
<th>Measure</th>
<th>Classroom-Based Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students at score point levels</td>
<td></td>
</tr>
<tr>
<td>2 students (1%) at 4/4</td>
<td></td>
</tr>
<tr>
<td>5 students (22%) at 3/4</td>
<td></td>
</tr>
<tr>
<td>10 students (45%) at 2/4</td>
<td></td>
</tr>
<tr>
<td>5 students (22%) at 1/4</td>
<td></td>
</tr>
</tbody>
</table>

**Classroom composition:** Nine boys and thirteen girls; Two students with IEPs, one student has a 504 plan, and four students receive SRBI reading and/or math intervention support.

### Standards And Learning Content

**Which standards are connected to the learning content?**

**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.**

**Text Types and Purposes:**

- **CCSS.ELA-LITERACY.W.4.2**
  - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - **CCSS.ELA-LITERACY.W.4.2.B:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - **CCSS.ELA-LITERACY.W.4.2.D:** Use precise language and domain-specific vocabulary to inform about or explain the topic.

### Student Learning Goal/Objective Statement

**What is the expectation for student growth and development?**

Students will write an evidence-based informative report/essay/article.

Students will draw evidence from sources and integrate information related to the topic.
### Indicators Of Academic Growth And Development (IAGDs)

#### Growth Targets

| A. How will you measure progress toward your student learning goal/objective? |
| B. What targets will you establish to demonstrate attainment of your student learning goal/objective? |

**NOTE:** If teacher sets only one goal/objective then there MUST be at least two IAGDs.

### IAGDs:  
**A. ASSESSMENTS/MEASURES OF PROGRESS**

1. **District Benchmark Writing Prompts** for Progress Monitoring and Universal Screening three times a year.
2. **Curriculum-based Measures** – Throughout each unit students are assessed using a variety of formative assessments. The curriculum-based measures are short responses focusing on eliciting targeted skills.

**B. GROWTH TARGETS**

1. **By May 2015** at least 85% of the students (12 out of 15) that did not achieve grade-level expectations (score point 2 or 1) on the Smarter Balanced Informational Evidence/Elaboration rubric during the baseline district writing prompt will move up at least one score point on the rubric.
2. **By May 2015** at least 80% of the students (17 out of 22) will meet or exceed grade-level expectations (score point 3 or 4) on the Smarter Balanced Informational Evidence/Elaboration rubric.

*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.*

### Instructional Strategies/Supports

| What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective? |
| After developing a matrix of student scores, in addition to Tier 1 instruction, explicit instruction of writing strategies, and individual writing conferences, I will differentiate the frequency and intensity of instruction through flexible grouping. The following instructional practices will be employed:  
- Mini-lessons demonstrating the use of adequate support and relevant evidence for controlling/main idea  
- Mini-lessons on choosing and integrating accurate, credible sources  
- Mini-lessons on choosing and integrating relevant text evidence in support of a controlling/main idea with corresponding activities for students to complete demonstrating the understanding and application of this skill  
- Mini-lessons on writing a controlling/main idea  
- Scaffolded Instruction  
- Provide opportunities for varying degrees of practice or extension  
- Partner work through the writing process on identifying the writer’s controlling/main idea  
- Mentor Texts  
- Entrance/Exit Slips based on classroom lesson in which students identify the credible evidence that was used to support of a main idea |

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